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ABSTRACT

This handbook introduces the Teaching-Learning Communities (TLC) system of implementation for an integrational model of career education in grades 7-10. (The TLC system involves the participation of such non-teaching personnel as retired workers to interact with students in creative activities in arts/crafts/humanities to help students develop skills that are transferrable to a variety of occupations and leisure-time pursuits.) Four major sections constitute the guide. An outline of TLC development and structures and career education-related terms are presented in the first section. The second section covers the application of TLC to career exploration. The third section, on program implementation (half of the handbook), includes two models for volunteer programs; discussion of a workshop for teachers and administrators; role definitions for principals, teachers, and aides; and a section on program activities. Suggestions for planning activities in seventeen specific areas are provided: carpentry, communication, economics, electronics, family ecology, health studies, law-related education, leisure, library science/media, manufacturing, materials, mechanics, multicultural education, nature and environmental studies, recycling, salesmanship, and tools. The fourth section describes potential problems. A bibliography and appendix contain logs, records, forms, and awareness exercises. (MN)

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HANDBOOK FOR THE T-LC MODEL OF CAREER EDUCATION FOR GRADES 7-10

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PROJECT LANCELOT
(LABOR AND CAREER EDUCATION LOCATING OPTIONS TOGETHER)

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HANDBOOK FOR THE T-LC MODEL OF CAREER EDUCATION FOR GRADES 7-10

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LIFE is the school.

LIFETIME is the term. DEATH is graduation.

EVERYONE is the teacher.

EVERYONE is the learner.

WORK is the purpose. LEISURE is vacation.

EXPERIENCE is promotion.

The CURRICULUM is exploration.

(There are no right or wrong answers.)

BOOKS, TOOLS, MEDIA, MATERIALS, TRAVEL,

FACTORIES, CHURCHES, HOSPITALS, MUSEUMS,

OFFICES, DINNER TABLES, CONSTRUCTION SITES, SCHOOLS

are the facilities.

COUNSELORS, EDUCATORS, HEALTH WORKERS,

TECHNICIANS, PROFESSIONALS, TRADESPEOPLE —

WORKERS of every kind, active and retired,

are the facilitators.

You were enrolled at your birth.
Enjoyment of life-learning-work is YOUR CHOICE.

PURPOSE OF THE HANDBOOK

The purpose of this handbook is to introduce the T-LC (Teaching-Learning Communities) concept and system of implementation for an intergenerational model of career education in grades 7-10. Like career education itself, T-LC is an attempt to make the school experience more responsive to students' needs in the worlds of today and tomorrow and to present an image of school life that satisfies student perceptions of relevance and credibility. Research has shown that, in general, schools have not been viewed in that way. The tug-of-war between traditional systems and efforts toward innovation preempts energy that might facilitate improved educational practice.

Two areas of student need not sufficiently met are: (1) personal development and (2) adequate understanding of the world of work and the occupational self. Career education is one of the current attempts to give attention to these needs by reorienting curriculum around a total life/work planning model.

"Students are left alone to struggle with the complex, real problems generated outside the school by the ever-changing social, technological and natural environments emerging in the 20th century's prefigurative culture." This quotation from Margaret Mead's Culture and Commitment refers to "prefigurative culture" which is the way she describes the contemporary necessity to "invent" or imagine the future in which today's students must build their careers.

With rapid technological changes affecting everyone's life profoundly, a curriculum that is "postfigurative," coercively handing down the accumulated knowledge and systems of the past, can hardly be expected to serve the unknown conditions of the future. On the other hand, Margaret Mead lectured widely on the necessity for CONTINUITY with the past in preparing for the future. Her advice for maintaining continuity with the past and sensitivity toward the future was for old and young "to invent the future together" in communities that would not be age-segregated.

Mead's colleague at Columbia University, Alan Lomax, agrees that "old people must take the role they have had all through human history, to help develop the younger generation." He feels that the really deep needs of youth are met "by growing up under the affectionate but genuinely watchful eye of old people."

T-LC has a career education focus and offers an implementation system to create those intergenerational communities IN SCHOOLS. Retired workers are invited to work a few hours each week with students on creative activities in arts/crafts/humanities. With intriguing materials and tools, students develop hand and whole-body skills that are transferable to a variety of occupations and leisure-time pursuits. Richard Bolles (Career Development, Walnut Creek, CA) calls such skills "functional skills" which are the basis of the individual's versatile occupational self.

The idea of these functional skills being basic to the more specialized skills relates to the personal development of the student rather than to a special kind of work or the special skills required to perform it. Functional skills become the invisible flexibility and efficiency that distinguishes the student who learns fast and has become versatile. To have skill (rather than skills) is the ultimate goal!

Having skill, as we see, is the integration of the widest possible range of functional skills WITHIN THE SELF. Having developed skill, the student is ready to learn more specialized skills. This involves tools. As Eric Sloane (artist/specialist in Americana) says: "A good tool is just an extension of the human hand." The student who has explored many activities and materials and observed the handling of good tools by retired worker guides moves easily into using tools like part of the body.

The informal relationship that forms between adolescents and older adults encourages a sharing of interests, values and problems that contributes much to the student's self-confidence, judgment and perspective on the future. Of course, this relationship meets important needs of the older adult as well. The mutual respect and appreciation promotes a closer bond between school and community and opens the school to citizens of any age as lifelong learners. This positive image of school and learning in the minds of youth builds a foundation for "the learning society." The closer bond between the school and the community not only generates financial and other support for education, but it also links the worlds of education, work, family, social/political involvement and leisure, promoting possibilities for a true career education curriculum.

In the ACTIVITIES section of this manual, we are identifying two approaches to planning simulated work activities (a) self-directed activity and (b) the PROJECT DISCOVERY CAREER EXPLORATION system (Southwest Iowa Learning Resources Center). Choice of the approach for planning activities for implementation of the T-LC system of Career Exploration is a matter for local decision based on personnel and budget considerations. Either approach is equally valid for a successful program.

CAREER EDUCATION BEGINS WITH THE STUDENT

(To the Career Educator: Do a summary of how you see the student. Here's one.)

WHAT ARE STUDENTS IN GRADES 7-10 LIKE?

They have abundant ENERGY
They are awkward because of the nature and pace of their physical maturation at this stage
They are very self-conscious
They are concerned about their future careers
They have strong likes and dislikes

WHAT DO THEY WANT?

They want to enjoy what they do
They want friends
They want to be liked
They want to find interests
They want physical activity
They want to work
They want to make CHOICES and decisions for themselves
They want to succeed in doing "a good job"

WHAT DO THEY NEED?

They need physical activity and refinement of coordination
They need to EXPLORE many kinds of occupational activities
They need experiences and activities that lead to success
They need experiences to sensitize and direct their emotions
They need social experiences that control competitiveness and develop cooperation
They need freedom to choose, make decisions and act on their own
They need to be trusted with responsibilities
They need adult GUIDANCE outside the family
They need help in developing functional and specialized skills
They need endless PATIENCE and tolerance

THE T-LC POINT-OF-VIEW

TEACHING-LEARNING COMMUNITIES (T-LC): WHAT IS IT?

In a Nutshell

Development

T-LC was developed in The ANN ARBOR PUBLIC SCHOOLS as an ESEA TITLE IV-C special project (K-12) under the MICHIGAN DEPARTMENT OF EDUCATION, EXPERIMENTAL AND DEMONSTRATION CENTERS PROGRAM. During development, local T-LC programs serviced 10-17 individual schools (one private) as an OPTION of the principal, parents and one or more COOPERATING TEACHERS. From 1977-78, the local district has funded the program in 10 elementary schools. A middle-school program on local funding has been under consideration.

Structures

T-LC came into being for a reason. There was a PROBLEM. School achievement was below student ability. Students appeared generally unhappy and negative toward school. Carol Tice, an Ann Arbor art teacher, was concerned to find a way for students to achieve at the level of their potential. She gave attention to the message behind the negative attitudes and behavior:

> Students needed to take more initiative for their own learning
> They wanted experience in making decisions of importance to themselves
> They wanted adults to show more caring about their learning and growth.

T-LC was Carol's answer to the problem. Being committed to the ARTS PROCESS as a teaching/learning method and deeply aware of the need for learning-in-RELATIONSHIP, Carol thought in terms of "putting the structures in place." The structures were the pieces of a whole. In this case, the whole was a total environment designed for the ENJOYMENT of learning. The pieces were CARING RELATIONSHIPS, CREATIVE ACTIVITIES, FREEDOM OF CHOICE AND MOVEMENT AND AN INVITING ATMOSPHERE. These ingredients were provided by

> inviting older persons from the community into the classroom to WORK with the students for a few hours each week
>
> placing a T-LC Aide in each program as a support for the grandpersons
>
> offering arts/crafts activities for development of hand skills
>
> placing intriguing materials and tools in an attractive laboratory setting
>
> establishing freedom of choice and movement for experimenting, practicing and making decisions

Grandpersons and students

RETIRED PERSONS over the age of 60 are the focus of the program. These grandpersons (a term of RESPECT and AFFECTION) are invited to SHARE their EXPERIENCE and SKILLS with STUDENTS as part of the regular school day on a schedule mutually comfortable to the volunteers and school. For the implementation of T-LC in junior high or middle school, it is advisable to discover RETIRED WORKERS to serve as guides in Career Exploration activities in order for the students to receive information about a variety of occupations and work situations. The terms "grandperson" and "retired worker" will be used interchangeably in this manual.

T-LC Aide and Program Coordinator

In turn, the grandpersons have the opportunity to continue their own personal development and learning of new or refined skills, with the SUPPORT of the T-LC AIDE and (where available) a T-LC PROGRAM COORDINATOR).

Community Support

Close articulation with COMMUNITY ORGANIZATIONS (Retired Senior Volunteer Program, RSVP, Parent-Teacher groups, organized labor groups, service clubs, churches and governmental agencies) is essential as a part of the support system.

Activities

The CREATIVE ACTIVITIES chosen by grandpersons and students are vehicles for learning in an apprentice-like style. They offer both young and old teacher-learners the opportunity to EXPLORE such processes as woodworking, jewelry making, sewing, knitting, rug hooking, leather-craft, music, creative writing, graphic design, sign printing, calligraphy and paper cut-outs. These activities are pursued on a SHORT-TERM basis. This basis allows exploration of many activities. Since the activities are EXPLORATORY, students and grandpersons are free to make changes at will. However, activities are designed to give experiences of a whole process from initial interest to satisfactory completion of a product. Students are guided to awareness of the satisfaction in the completion of projects and in excellence of quality. Emphasis is given to student READINESS. Both completion and quality are important parts of the learning process at an appropriate state of READINESS. During the early skill development process caution must be taken to give students time for automatic and individualized cognitive functions to develop and be assimilated. Criticism and correction, comparisons and competition are not useful at this stage of development. Likewise, instructions and assistance should be delayed until requested. This patience and tolerance of mistakes and failures will produce learning dividends in time. Orientation sessions for grandpersons include recommendations for sensitivity in judging student readiness.

Tools and Environment	Intriguing TOOLS, MATERIALS and EQUIPMENT create a LABORATORY setting for maximum stimulation and MOTIVATION: gardening tools, cameras, tape recorders, metals, lace-making pillows, signpress, skill cards, kiln, musical instruments, inkle looms, craft books, hand computers, sharp scissors and knives, books on antique and hand-made tools. NOTE: PROJECT DISCOVERY packages may be used in this model.

THE MOST IMPORTANT TOOL is the individual's own body.

HOW DO YOU KNOW IF IT'S T-LC?

1. T-LC is an environment in which all three generations - young, old and middle-aged -- come together to work in the school, drawing from the past and focusing toward the future.

2. T-LC schools know where the old people are in their neighborhoods and have a concern for their need of lifelong learning.

3. T-LC is a school environment that supports family life and parenting.

4. In the T-LC setting, learning and teaching are informal, happen in relationships involving small inter-generational groupings and are centered around activity.

5. The cooperating teacher for a T-LC setting is free to provide choice to students and grandpersons in the development of activities. The teacher is in a facilitating role, enabling relationships to form in an atmosphere of support, stimulation and structure.

6. Grandpersons are actively involved in planning and in all phases of activities in process, not "helping out." They are both teaching and learning in an apprentice-like style well adapted to all ages.

7. T-LC is an environment where a broad cross-section of the community with diverse skills works side by side in the school - men and women from various ethnic, educational and economic backgrounds, not just well educated upper or middle-class white women.

8. Discovery of older persons who are isolated from group activity or have special handicaps or limitations is a distinct function of the T-LC concept.

9. Personal development as the first step in career education is the central focus of the T-LC program. Inter-generational learning is a natural way of facilitating and implementing personal growth.

10. Appreciation of each person's best efforts fosters that balance between feelings of self-worth and objective standards on which excellence in performance or product depends.

11. The most characteristic feature of T-LC in actual operation in schools is its flexibility for adaptation of the individual school and its combination of elements from many other types of programs and emphases in modern education.

who READS a glossary?

Notify the Southwest Iowa Learning Resources Center that you have read the glossary to receive your CAREER EDUCATOR button.

accommodation — Accommodation is learning by adaptation to the requirements of the tasks involved in various types of activity: an automatic adjustment to something outside the self. An example is holding a hammer with the proper grip required for driving a nail.

apprentice — An apprentice is a student who learns by observing and being with a master worker until she/he knows the work or has gained skill in performing it. The apprentice may then continue to refine the skill, transfer it to more specialized work and/or integrate it with many skills into generalized personal skill.

career — Career has been defined as the totality of work one does in his/her lifetime. The Michigan model of career education defines career in terms of the various roles an individual plays in the family or society, as well as in the chosen livelihood, and includes personal development. Career exploration would then include family and social roles, personal development and a broad base of experience in hands-on vocational activity.

craftsmanship — Craftsmanship is the making of useful articles by hand. As an expression of feeling, it combines usefulness and beauty to satisfy the human need for both. It is motivated by pleasure in doing. (See In Praise of Hands published by New York Graphic Society and The World Crafts Council in 1974 in connection with the first World Crafts Exhibition in Toronto. Essay, "Use and Contemplation" by Octavio Paz is a classic on craftsmanship.

experiential — Experiential learning begins with an experience in which all of the students participate directly. As "hands-on" learning, it often involves the handling of tools and materials other than pencil and paper. Memory and retention are intensified in this type of teaching/learning, as a result of the involvement of sense perception, motor activity and emotional response. Career education emphasizes maximum use of experiential techniques.

exploratory activity — Exploratory activity is that which is directed toward student understanding and experimentation in a variety of work fields. The purpose is to have students learn what activities are involved in various occupations, which activities they enjoy and do well. Exploratory activity may or may not have a product, depending on the degree of student interest. Exploratory activity leads to a realistic profile of student aptitudes at the time.

functional skills	Functional skills are those that are transferable, skills that can be employed in a variety of tasks and occupations, according to a concept developed by Richard N. Bolles (Career Development, P.O. Box 379, Walnut Creek, CA 94596). Bolles cites Webster's definition of "function" as one of a group of related actions contributing to a larger action. Bolles outlines an extensive analysis of functional skills as a first step in career preparation. Individuals should become aware of possessing 500-700 such skills eventually. These skills are analyzed and tested to see in what ways they can be used and which are enjoyed most. This concept is useful in the CAREER EXPLORATION of middle-school students. An exercise for discovering and examining these skills is included elsewhere in this manual. Charts are also included on the Skill Development Process. These charts are based on the work of Bolles.
guidance-based career education	Guidance-based career education is that which includes interpretation of all activities and learnings so as to provide the student with a growing understanding of the worlds of his/her future career and with an emerging profile of the personal and occupational selves. The Career Educator takes leadership in guidance activities and welcomes the assistance of retired workers and T-LC Aides.
intergenerational	Intergenerational experience mixes people of different ages in a group. Bringing the youngest and oldest generations together combines experience and wisdom with energy and an intuitive understanding of new things. The caring and sharing can be truly stimulating and productive for both age groups.
leisure	Leisure for the purpose of this manual is life-enhancing activity as distinguished from activities related to the livelihood. Used in this sense, leisure is closely related to the personal development aspect of career education or life-work preparation. The creative use of leisure is necessary for functioning at one's best. Students need to be aware that physical, social and intellectual development throughout the life span are equally important to their careers.
leisure ethic	Our culture has given us a work ethic. Now, modern technology's generation of multiple work changes and longevity is bringing about the demand for a leisure ethic. This view of leisure brings it into a dynamic relationship with work, suggesting in addition to the usual recreational activities, such as sports, games, hobbies and travel, involvement in life-enhancing activities:

lifelong learning as a personal strategy
preventive health measures, nutrition, exercise, etc.
strategies for strengthening family life
values for more satisfying progress toward a democratic and just society
greater participation in arts/crafts/humanities experiences
progress toward understanding technology and using it for human betterment
progress in protection of the natural environment

Leisure activities often form the basis for future occupational alternatives, especially in the retirement years. They add functional and specialized skills to give the individual greater flexibility and versatility.

occupational self

The occupational self is the individual in his/her occupational work role, whether on-th-job or in preparatory imagining and planning. Career exploration in grades 7-10 is a strategy to help students identify their interests and skills and the relationship between these experiences and occupations. Present technology and economic realities suggest a number of career changes for most individuals, necessitating a versatile occupational self. The extensive sampling of activities relating to a variety of occupations provides the student with a realistic profile of the occupational self. (See charts on the skill development process elsewhere in this manual.)

relationship

Relationship is the t-lc that helps people enjoy what they are doing, whether it is a work or leisure activity. Learning-in-relationship helps a small group of persons enjoy work together without competitiveness. Each person is able to feel accepted, competent and productive, to risk mistakes and failure without fear of untimely criticism, comparison, and corrections. Standards can be formed and maintained without destructive interference in individual effort and initiative.

simulated work

Simulated work is the practice of skills required in producing some kind of product. The activities involved in an occupational field are analyzed and broken down into steps that approximate the actual work. Materials and tools similar to those used in the work are provided. Simulated work can be done in the controlled environment of the classroom with a saving of time. The focus is on the development of student skill and understanding rather than the production of a product. If retired workers can be present to guide students, an apprentice-like system of teaching/learning can be provided for a few hours each week as a balance with other modes of teaching and learning.

T-LC	T-LC stands for Teaching-Learning Communities. The hyphenated form designates an ESEA Title IV-C program developed in Ann Arbor, Michigan. The program brings retired persons to school to work with students during the regular school day for a few hours each week. The work consists of creative activities chosen by the volunteers and the students. The apprentice-like style helps tlc (tender loving care) to happen. The hyphen also designates the expectation that everyone in the classroom is both teaching and learning.
T-LC Aide and T-LC Program Coordinator	An Aide is the person who helps or supports. It is not a term of status or the lack of it. T-LC Aides are usually parent-age women who are free to support older adults in this intergenerational school volunteer program. The work of an aide is considered essential to the successful implementation of T-LC. If a school district has a number of T-LC schools and programs, it is useful to employ a T-LC program coordinator. This position is also paraprofessional. The coordinator is responsible for community and school liaison, training of aides and general support of the program.
volunteer	Volunteer is a person with sufficient leisure and an interest in serving others in some way. One of the strengths of T-LC has been the spirit of giving expressed by volunteers. In the case of grandpersons with financial needs, remuneration can be considered.
work	Work, in the broadest sense, is being active, being truly alive. The young child does impressive work in the early stages of development. The work of development must continue throughout the life span with whatever activities hold interest and enjoyment. In a stricter sense, work is any activity that produces a product.

A SECOND-MILE GLOSSARY FOR MARATHON READERS
in which T-LC wanders freely from the paths of Webster and friends

affective development

The ability to balance feelings with accumulated information. The emotions and stored information are both important ingredients of reason, logic and judgment. The quality of judgment depends on the correctness of the information and on the maturity of the emotions. Education has largely ignored emotional development because historically, the western world has believed that the educated person is the person schooled in facts. The neglect of affective development by family and school has resulted in the limiting of judgment and in confusion regarding the nature of human learning. An unnecessary dichotomy of hand/head skills has limited individuals to a narrow specialization in the world of work. It has been thought that the personality of the worker is not relevant to the quality of work. Analysis of personnel evaluations does not support that judgment. The either/or (head or hand) individual is more vulnerable to feelings of helplessness and anxiousness, regardless of specialized skills.

cognition

Knowing by ANY of the ways of knowing - listening, reading, sensing, seeing, touching, feeling, playing, judging, guessing, testing, intuiting, exploring, experimenting and many more. VIVE LE OPEN MIND!

developmental

Facilitating growth and movement toward MATURITY, with equal concern for the physical, emotional/social and intellectual aspects of healthy personal development and with respect for the uniqueness and integrity of EACH individual and for ALL the varieties of work to be done.

education

Discovering and facilitating the expression of what is INSIDE of a person; sharing ACCESS to the accumulated wisdom and knowledge of humankind; protecting the individual's potential; opening the doors to ENJOYMENT of work.

grandperson

A term of affection and humor for anyone over sixty years of age; a GRAND PERSON. "Grandperson" and "retired worker" are used interchangeably in this manual.

integrated

The whole with all of the essential parts in place or in optimal relationship with each other; balanced, matured, developed; getting the mind and body to function smoothly together.

lifecraft

The crafting of a person's life; integration of experience which makes the sharing of meaning and values possible among individuals; for adolescent youth, the appropriate work is EXPLORATORY ACTIVITY.

lifelong learning	A fundamental human process that continues throughout the life span in a more or less similar pattern, under favorable circumstances. Lifelong learning must include children and youth, as well as adults. It is not another term for adult education but a new way of looking at education from zero years to the end of life. The use of educational facilities by persons of any age is gaining common acceptance as our society requires more complex work-life changes. ALL individuals need the self-confidence of multiple functional skills developed through hands-on experiences in many kinds of work.
play	To experiment, test, simulate, move objects or ideas freely with the body or in the mind; to redefine; to change things around; to imagine; to release emotions and feelings. Play has been called the highest form of learning. It is a method for understanding future consequences and therefore learning how to make CHOICES and DECISIONS. It is through play that IMAGINATION develops, that emotions and feelings move toward mature control and that JUDGMENT -- the play of the mind -- begins to function.
potential	That which is capable of development; the theoretical limits or parameters of development. Consider the awesome potential of the newborn infant. Moment by moment through the life span, that potential is FACILITATED or BLOCKED. The institutions of family, school and society must develop better understandings of nurture in order to promote a "learning society."
process of creativity	Putting pieces (materials, ideas, skills) together to make a whole of some sort; moving and arranging objects, words, materials or ingredients so as to give form to them. The form or arrangement created is an outer expression of the individual's inner integration or sense of order and balance, of the moment. This process is thus one of SELF-DISCOVERY through the integration of experiences and skills, a process in which everyone is involved in their own way. This is also the ARTS PROCESS or the SCIENTIFIC METHOD. It is the same process by which the master artist creates a masterpiece, the same process by which the scientist discovers and invents, the same process by which a mature individual makes a choice or decision. There are many ways to analyze the creative process. One way might include the following steps: SEEING with the mind (visual thinking) FEELING the flow of ideas EXPLORING questions, forms, materials, tools CHOOSING among alternatives

ORDERING priorities

TESTING lines of action or expression

EVALUATING and making decisions

In the T-LC concept of Career Education, the junior high or middle school program of CAREER EXPLORARION builds on the process of SELF UNDERSTANDING and SELF DISCOVERY begun in grades 1-6 and through the discovery of interests and skills leads the student toward a realistic profile of the occupational self as a foundation for the high school activities of CAREER PREPARATION.

The seven steps of creative process above are seen as the steps for the creative activities of the T-LC program and the pattern for the student's own process of interest and skill development and career preparation:

seeing the self as a worker in various occupations/vocations
feeling a flow of ideas for certain types of work, dislike of others
exploring appropriate materials, tools, information and processes
choosing objectives, methods, styles, media and kinds of activity
ordering phases of work, allotments of time/energy, deadlines, etc.
testing ways of performing various tasks involved
evaluating interest, skill, quality of work, enjoyment, next steps.

By sampling a number of types of activity in this way under the guidance of retired workers and receiving from them data on various occupations and work situations,

students will identify interests and skills and see their relationship to occupations,

will form attachments to the world of work through certain occupational areas that are enjoyed,

and come to realistic conclusions regarding their own vocational identities.

THE WORK OF HUMAN DEVELOPMENT

Work, in the broadest sense, is being active, being truly alive. The young child does impressive work in the early stages of human development. The work of development must continue throughout the life span with whatever activities hold interest and enjoyment.

First, the system (person) "works." The capacities and capabilities are developing. Development is never complete. It is a process, continuous with life. Two essential elements keep the process going: (1) the energy available to the individual and (2) an interest that stimulates the flow of energy toward an objective or goal. The response or flow of energy toward a goal is motivation and it has optimum strength. The strength is controlled by the amount of interest or attraction in the goal. The level of response corresponds with the degree of enjoyment of the process. The optimal strength of the energy stimulated in the process is determined by the nature and requirements of the goal or product. For this reason the product is very important to the process.

The products that mark the path of an individual's development reflect the quality and progress of that development. The choice of products, the degree of enjoyment maintained and the progression toward higher goals are the important concerns for guidance of the student. Since each experience of work toward a product will be succeeded by another goal/product (as long as the student maintains motivation and control of the energy), the process of choosing, enjoying and attempting increasingly more demanding work is more important than the products themselves. However, maintaining the process of development of self and skill depends on learning to complete products of sufficient quality to maintain pride and interest. For the adolescent, exploration of many kinds of work will be necessary in order to develop a wide range of functional skills, to integrate these as transferable skill and choose the special kinds of work that are most enjoyed, so as to refine the necessary specialized skills to a satisfying degree.

In the exploratory process, a number of activities will be tried and found to lack interest and enjoyment. It is an essential part of the total developmental process to become aware of the levels of interest and enjoyment so as to make decisions about career and develop critical faculties. This necessitates dropping work on projects of less interest/enjoyment and taking personal responsibility for the decision and the action.

Adults often place more importance on the immediate product than the ongoing process of the student's developing interest and more value on the completing of a project undertaken than the exercise of judgment, decision-making and action. The whole question of the student's readiness for various kinds of work, levels of difficulty and other factors is complex and requires more data and more study than can usually be given. Especially involved is the adult's ability to assess correctly the student's readiness for decision-making and the willingness to give permission for the student to take action. The retiree may have less pressure than the parent or teacher in this regard.

The opportunity to work with individuals and small groups, as well as freedom from external pressures for uniform standardized results, affords the grandperson patience and tolerance for mistakes and aborted efforts. They are thus able to guide the developmental process and help the student to make responsible and constructive decisions related to their work.

LEARNING-IN-RELATIONSHIP

The apprentice-like style of learning-in-relationship operates on a different model of teaching and learning from the traditional formal classroom practice. The T-LC concept utilizes the idea that teaching is doing something rather than explaining it, doing something the teacher knows. Likewise, the idea of learning is watching something being done rather than reading about it or hearing it explained, watching someone who knows while they do it until the student knows.

Use of hands, eye-hand coordination and whole-body movements are picked up from observation of the "teacher." The "learning" continues with the student's practice. When the project holds strong interest and enjoyment, the student is willing to practice indefinitely until a sufficiently high level of achievement or refinement is reached. Pride and satisfaction bring about completion and the search for new projects.

The classroom teacher does not have the luxury of working closely with each student's process. The educational system also places many externally derived objectives in the curriculum (which tends to be uniform and standardized) and holds the teacher accountable for those objectives. These two conditions, limiting and prescribing the teacher's role in the student's developmental process, suggest an executive model for the master teacher's role. The professional educator interacts with the community in the continuous process of setting overall goals and standards, interprets these as they apply to the students for whom he/she is responsible and, together with students, paraprofessionals and volunteers, translates the objectives into plans for the learning activities.

In order to provide essential personal attention and guidance to individual students, the master teacher requires the help of paraprofessionals and volunteers. Older adults have many qualifications for "teaching" and guiding the development of the young: time/experience/diversity of personality, values and culture/patience/freedom from external pressures/and their own needs for maintaining usefulness and continuing their own development.

T-LC has developed and experimented with strategies to demonstrate such a model of teaching/learning. The first component in the model is the grandperson volunteer. The second component is the T-LC Aide who acts as a support for the grandpersons and as a liaison between the T-LC program and the individual school staff. The role of the T-LC Aide is covered in detail elsewhere in this manual.

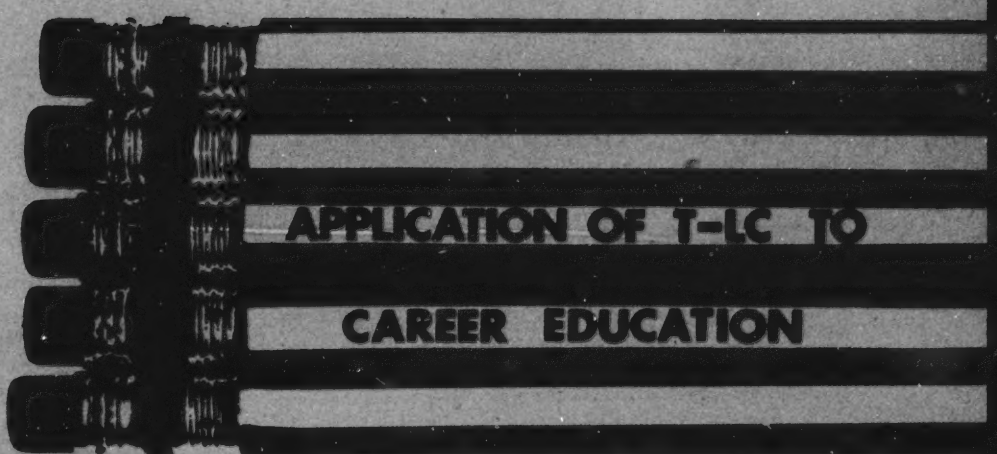
A third component in the system is creative activity. Activities in the arts/crafts/humanities in grades 7-10 build on earlier experiences for developing appreciation and techniques in a variety of areas. More important than intensive work at refinement of techniques by a few students who are advanced in these fields is provision of wide sampling and of exposure of all students to the arts process. (This manual contains a more detailed discussion of the arts process elsewhere.) These fields contribute to the training of the complete sensorium, all of the mechanisms of sense perception. It is not always realized that these sensitivities have a decisive role in the performance of almost all work activity, as well as fulfilling personal, emotional, aesthetic, social and recreational needs. The role of sense perception in the maturing of general mental capacities is too large a subject for discussion in this manual. However, the Career Educator has almost limitless resources within the humanities and integrated arts to help students gain an outward orientation to the worlds outside and the many realistic possibilities for their successful participation in those worlds. Retired workers who have lived in these worlds (family, work, education, politics, leisure, etc.) make excellent companions for adolescents "inventing" their futures.

T-LC activities place emphasis on doing, on using hands and the whole body in exploration. Such activities stimulate interest and enjoyment that heighten and sustain mental development and academic readiness. The pleasure in producing something by hand that is useful in daily life becomes a strong stimulus for serious involvement and careful workmanship. In turn, the doing provides knowledge and skills that are transferable.

It is important to realize that the probability of transfer is increased by the pleasure in the experience of success. The success can be fostered for every student through the caring and sharing of retired persons willing to take an interest in the development of a few students.

Urie Bronfenbrenner, in his constant work toward strengthening the family in its nurture of the young, calls for a curriculum of caring. This is critically needed at the junior high or middle school level when students are beginning to take more responsibility for their careers and to feel some anxiousness about the choices and actions involved at the same time that they are moving away from parental guidance. In the absence of the extended family nearby, grandperson volunteers relating through creative activity fill a vital role for students of this age.

John Gardner's book Excellence should be on every Career Educator's reading list. It is recommended for students as well. The movement in our society away from excessively materialistic goals and values toward more humanistic and personally fulfilling goals will lead to the pursuit of excellence rather than mere status. The education of hands and "heart" will more truly be an education of the "head" than the processing of information that has dominated schooling under the impact of technology. With concern for human development and adequate understanding of the world of work and the occupational self, a broad-based career education focus would be able to incorporate a curriculum of caring and a curriculum for excellence at the junior high or middle school level.


APPLICATION OF T-LC TO
CAREER EDUCATION

APPLICATION OF T-LC TO CAREER EXPLORATION

THE MOST IMPORTANT TOOL is your own body. When we have learned how to use our bodies, other tools become an extension of ourselves -- our hands, our feet, our minds -- and we can then use these tools efficiently.

Learning how to use our bodies as THE BASIC TOOL is the process of integration -- "getting it together" in adolescent language -- coordinating physical/mechanical capacities with mental functions. Learning of any sort is always more efficient when motor activity is part of the process, body and mind working together.

FUNCTIONAL SKILLS for any kind of work depend upon a well coordinated body and efficient use of other tools. Richard Bolles defines functional skills as those which are transferable, skills that can be combined with others in a variety of ways to perform a variety of functions.

THE T-LC APPROACH TO CAREER EXPLORATION FOR GRADES 7-10

GOALS:

1. Helping students move through the skill building process. (See charts 1 and 2 in appendix)
2. Helping students discover work that holds the most interest and enjoyment in order to identify a realistic profile of the occupational self.

EXPECTED OUTCOMES:

1. Students will gain necessary self-confidence to explore a variety of new activities.
2. Students will become aware of a great number of potential functional skills which they are developing through creative activities.
3. Student motivation will be strengthened.
4. Students will exhibit increased coordination in the use of their bodies and a variety of materials and tools.
5. Students will begin to get a sense of their relationship to various kinds of work -- likes and dislikes -- acquiring a realistic occupational profile.
6. Grandperson volunteers will learn as well as teach, will gain new self-esteem as useful and respected guides to youth and will exhibit continued or improved well-being.

PROGRAM:

1. Retired workers will be invited to serve as grandperson guides for activities related to career exploration with students in grades 7-10.

2. These grandpersons will serve as models for entire processes of various sorts of work, in addition to personal coping: giving general instructions; demonstrating body and hand motions, cautions, craftsmanship, decision-making, completion of tasks, values, innovativeness, problem solving, satisfaction and pride of work.

3. Interesting activities will be planned by grandperson volunteers, T-LC Aide, cooperating teacher, career educator (if other than the cooperating teacher) and participating students. (See suggested activities elsewhere in this manual).

4. Special tools and materials will be provided to strengthen interest and enjoyment of all participants. These materials and tools will be of good quality so as to provide optimal performance.

5. Comfortable and attractive space will be arranged for work and for storage of tools, materials, equipment and work in progress. Care will be given to special needs of grandpersons for comfort and safety.

6. Opportunity will be offered to choose from a variety of activities. Acceptance of mistakes, changes in activity, expressions of disinterest and lack of enjoyment will be standard practice. (The Career Educator must realize what a departure this is from traditional attitudes in our society. Incredible as it seems, enjoyment is not considered compatible with work, especially in relation to the young. It is hard for adults to realize the extent of youthful energy and the fact that productive activity is the most enjoyable. This violates some sort of adult taboo. Ergo, children and youth must not be allowed to follow their own choices in matters of work. It would seem that the statistic of 4 out of 5 adults in the U.S. who are dissatisfied with their occupation may have some connection to this attitude.)

7. Freedom of movement will be understood as essential to the student's integration of motor activity with mental function.

8. The apprentice-like style of teaching/learning -- master worker doing and student observing, then practicing -- will create a relaxed kind of oversight, guidance and supervision. Students will exhibit concentration and cooperation with each other. Competition will be minimized as the focus is on the activity and the skill, the tools and materials, problems and solutions, decisions, and evaluation. Standards will be set by the small group working together. Critical judgment will be formed by using objective evaluation procedures and expressing appreciation for each person's best efforts.

The T-LC approach is a do-it-yourself development of exploratory activities. PROJECT DISCOVERY (Southwest Iowa Learning Resources Center, Red Oak, Iowa) has a wide variety of career exploration packages. These packages contain student and teacher manuals and materials for the work activities involved. (See list of these packages available in the ACTIVITIES section of this manual.) These packages facilitate implementation of the T-LC approach to Career Exploration.

IMPLEMENTATION

Conventional Model for Older Volunteer Programs in Schools

1. Recruit older volunteers (interview, screen)
2. Orient and train
3. Make assignments

T-LC Model: Valuing the Individual

The T-LC Model begins and ends with valuing the individual in a personal way -- the individual student, the potential grandperson volunteer and each of the adults involved in the processes of teaching and learning in a particular school community. Each person is invested with the worth of a human being and additionally invited to share all the personal differences of unique personality, life experience, interests and choices.

Care is given to preparation of the school setting for comfort, safety and attractiveness, geared to the actual persons working together there. Much care is required to be sure that volunteers, paraprofessionals and the T-LC activities fit smoothly into the normal school schedule and augment rather than conflict with other learning activities and other persons.

The steps of the conventional model above certainly apply to the T-LC program. However, the plus factor of the T-LC model, respecting and valuing the individual, is an application of one of the basic values of democracy -- equality.

T-LC planners do not "recruit older volunteers." They "invite" retired workers with valued skills and experience. They do not "orient and train" -- they "introduce" and "plan together." They do not "make assignments" -- they offer choices to respected volunteers. Sensitivity to the unique personalities and situations requires much energy in making program arrangements. This extra caring for benefits to participants, young and old, is rewarded by effective intergenerational sharing and accomplishment of developmental goals. Success is built in.

STEPS TO T-LC

Become aware of neighborhood resources, school resources

Choose one or more T-LC Aides

(see other side)

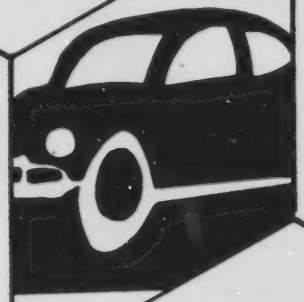
Recruit volunteers

find potential grandpersons through friends, churches, RSVP (Retired Senior Volunteer Program)

Invite grandpersons to school to talk with cooperating teacher, principal

Provide:

Space
Tables and Chairs
Tools and Materials
Storage

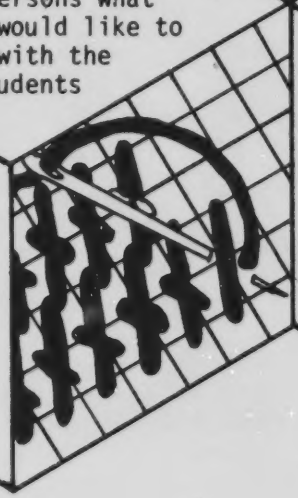


Arrange:

Transportation
TB tests
Insurance coverage

Decide Activities

Ask grandpersons what skills they would like to share with the students



Provide:

Refreshments
Comfort and Safety for grandpersons

Develop time schedules to suit stamina of volunteers - 1/2 day once or twice weekly

Draw school map

Locate areas of open access -
lounges
restrooms
kitchens, etc.

graphics by Jaci Locker

WHAT ABOUT PAY?

T-LC is a system of values and strategies to support retired workers as volunteers in neighborhood schools and other community settings. Since each implementation of the program is designed to serve local interests/needs/resources, each program is innovative.

The system calls for reimbursement of expenses to older volunteers for their work. This includes transportation, insurance, refreshments, and possibly a meal.

Offering an honorarium or other form of pay would not alter the basic concept. The choice between offering pay or reimbursement of expenses is a decision for each program. Planners should be aware of the sensitivity and controversial nature of this decision.

FOR CONSIDERATION

The risk of self-esteem/status loss in retirement is greater for some individuals than that of financial security. The opportunity to affirm the value of a lifetime's skill and experience by continuing to be useful fulfills some of the deep personal needs. McClusky has identified five basic needs especially important for older adults: recognition, influence, coping, expression and service.[1] All of these are part of the volunteer's experience through intergenerational sharing. Some of these needs are more significant for retired males than females because of the typical differences in previous opportunities and roles.

The retired worker may have developed a limited number of specialized skills but have the capacity for transferring functional skills to a number of other work areas. Continued well being and competent mental functioning in retirement depends on maintaining interest and enjoyment of activity. Learning, whether refinement of skills or development of new ones, promotes stimulation and zest. Generativity, Erik Erikson's [2] seventh stage of development, which pertains to the retirement age, is an outcome of lifelong learning. The T-LC concept is committed to fostering awareness and pursuit of this benefit to older adults.

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[1] McClusky, Howard Y. "Education Background," address at 1971 White House Conference on Aging, p.2 "Categories of Need."

[2] See bibliography

INTRODUCING T-LC TO THE COMMUNITY

In view of the cost of education, communities would realize substantial savings and intangible dividends if they undertook a more coordinated, interested and informed support for schools. Career education is one development which promotes cooperation between the community and its schools.

The T-LC approach takes this articulation even further, since it brings community persons of several age ranges directly into the school programs as grandperson volunteers and resource aides. The successful implementation of T-LC involves discovering retired persons who are willing to share their experience and skills with students. It involves finding organizational support from the community to provide appropriate transportation, insurance and reimbursement of other moderate expenses of volunteers. It involves the cooperation of a number of parent-age persons who will serve as aides. It involves donations of materials and tools.

Each community will develop its own way of introducing the program to the public, depending on the nature and size of the community. News media, public meetings, organizational discussions (service clubs, labor unions, churches, government agencies, etc.) and internal communication systems of the schools will all be useful in informing the community as completely as possible. The public relations efforts, however, must be continued indefinitely. Public demonstrations, celebrations, fairs, newsletters and special presentations are ways of keeping the community aware of the program and supportive of it.

One of the objectives of T-LC is to contribute to a positive image of the process of aging and of the older adult population. A project that has worked well in Ann Arbor has been encouragement of older citizens to write for a weekly newspaper column. The writers share something of their knowledge or experiences, past or present. The column is headed by a short biographical statement and a picture of the writer. If the column contains material that suggests running old photographs or taking new ones, these are obtained. This feature has been so popular that the paper has devoted a whole page once a week and invited contributors of all ages. Projects that generate respect for the community's retired citizens will encourage them to remain active.

SUGGESTIONS FOR INTRODUCING T-LC TO GRANDPERSONS

SCHOOL VISIT

Often older people feel that they have nothing of educational value to share with students. As a result, they may not expect to be accepted by students or teachers. In most cases, the best introduction to T-LC for grandpersons is an invitation to visit the school so that they can be reassured that everyone has something worth sharing with others and that in a good learning place, everyone is seen as being of worth and therefore to be accepted.

INFORMAL INTERVIEW

The Volunteer Registration Form is a useful guide for discussing with prospective volunteers what they might enjoy doing with students. (See section on Discovering and Inviting Grandpersons) The list of activities that have been shared with students by other grandpersons will stimulate memories of their own past experiences and skills in a comfortable way. It is important for them to know that this list is not complete. The choice of activities is theirs, new projects are always possible, and materials and equipment can be made available.

NECESSARY INFORMATION (provided at appropriate times)

Grandpersons need specific information, such as: number of hours a week to be involved, how they will participate (role), names of the school, principal and teacher, number of students in a grouping, details about transportation being furnished, with names and numbers of any volunteer drivers. Role, name, and number of the T-LC Aide are key items.

INTERPRETATION OF SUPPORTING SERVICES

T-LC works in conjunction with other community and school programs, such as Retired Seniors Volunteer Program (RSVP) and parent-teacher organizations, to provide such services as transportation, refreshments and insurance. RSVP and some others require membership. Many older people resist membership or joining. It is important to explain that participation can be limited to receiving reimbursement for expenses of volunteering and that other activities, such as social events, are optional.

HANDBOOKS

A handbook specifically for grandperson volunteers can be prepared to give an overview of the T-LC program, including the philosophy and a welcome from various supporting persons and organizations. Such a handbook might include the school calendar, map to the school, map of the building and whatever else might make the grandperson welcome and comfortable in that setting.

ABOVE ALL, LET THEM KNOW YOU CARE AND VALUE THEIR TIME AND EXPERIENCES!

INTRODUCING T-LC TO STUDENTS: Suggestions for Teachers and T-LC Aides

In introducing the basic idea of T-LC to students, it is suggested that they be asked to give their concepts of it first. For example: "What do you think T-LC means? What is a community? What kinds of things might we do, if we had some grandparents working with us at school? What do you do when you are with your grandparents? Who likes to see their grandfather/grandmother? What do you like about it? Do you think that we would enjoy having some retired workers here with us for a few hours a week to share our Career Explorations? How can we find people like that? If we invite them to come, how can we make them happy at school? Can we make them comfortable?"

Teachers cooperating in a T-LC program in the past have advised little rather than much orientation of students. Grandpersons should not be set apart as unique, fragile or exotic people invading the school. They should be treated as part of the normal experience of school life.

Grandperson volunteers are announced and introduced by name as people in the community who want to work with students. The grandperson may be introduced in relation to the activity that he/she will offer the class: "Next week Mr. Bowen and Mrs. Martin will be here at the school to work with those of you who chose printing and energy conservation for your first career exploration activities. Mr. Bowen retired from his work on the City News as a printer several years ago and still lives in our town. Mrs. Martin was a bank teller before her retirement and she is now concentrating on the problems of energy conservation. These two people are interested in sharing the work on your project to produce a campaign for energy conservation in our town, if you would like to work with them. This is a new system for our school, using retired workers to teach and learn with our students. So you are the pioneers along with Mr. Bowen and Mrs. Martin. We are hoping this will make your ventures into career possibilities more useful."

A short evaluation session with the students after their initial experience in a T-LC work project, wherever it is possible for the teacher to be with the same group afterward, helps to discover any problems that may exist. It also increases the sense of participation on the part of students in planning school work in a comfortable way. Reactions to actual family members may be more emotionally charged by family feelings, and, in some cases, the actual relationship of the students with real grandparents may be improved by experience with other older persons and by sharing feelings with classmates and friends.

ACCEPT AND RESPECT STUDENTS' REAL FEELINGS, WHETHER POSITIVE OR NEGATIVE, AND HELP THEM TO ANALYZE THEIR REACTIONS AND CHANGES IN HOW THEY REGARD OLDER PEOPLE IN ORDER TO ELIMINATE STEREOTYPES IN THEIR THINKING, AS FAR AS POSSIBLE.

WORKSHOP FOR SCHOOL ADMINISTRATORS AND TEACHERS

The LANCELOT program (Labor and Career Educators Locating Options Together) is an educational innovation -- bringing retired worker volunteers to work with junior high/middle school students in career education for grades 7-10. T-LC is a guidance system for intergenerational experience in schools and other community settings. The T-LC Model of Career Education is one of the options developed by LANCELOT. It offers a system for individual or small group guidance by experienced retirees for exploratory activities in a number of work fields. This relationship with retired workers is the stabilizing influence needed by students of this age for building self-confidence and work interests.

In order to understand the objectives and concepts with sufficient depth for effective results, administrators and teachers will benefit from one or more workshop sessions. This manual contains a brief description of the roles of cooperating principals and teachers. However, understanding the goals and objectives of T-LC and of Career Education will have more impact on the program than the mere performance of these roles. (See "The T-LC Point-of-View" section of the manual.) It is not so much what is done but how it is done that launches a student on a successful life/work planning process. Also, the program will be effective in the local school system in proportion to the support from the curriculum department and the general public.

This apprentice-style program of career education incorporates a number of educational alternatives usually requiring special professional development: experiential education, "hands-on" activities, individualized and small group instruction, relational skills, intergenerational experiences volunteer and paraprofessional aide support, affective development and creative process. Implementation of the program does not require an expertise in gerontology. However, teachers as well as students will need some awareness exercises in order to realize the nature of stereotyping related to aging and older people. The program is one to make use of the skills and experience of retired workers rather than one to provide services for them.

Workshop sessions for administrators and teachers may be led by anyone who accepts the assignment as leader and plans the sessions. These should be scheduled on released time for teachers and work time for administrators. After study of the manual and other materials, the leader may design session(s) appropriate to the local needs and interests. The following suggested form may be helpful in preplanning.

INTRODUCTION TO THE T-LC MODEL OF CAREER EDUCATION FOR GRADES 7-10
FOR ADMINISTRATORS AND TEACHERS

Registration, distribution of materials, coffee — 30 minutes
This manual should be available to each participant through purchase or loan or use of overhead projector (Selected pages from the manual may be copied for workshop use)

Personal introductions and Introduction of the Workshop by leader — 15 minutes

Awareness exercise (Several are included in the appendix.) "Imageaire" may be used in session or as homework

Presentation of "T-LC: What Is It?" and "Application of T-LC to Career Education" by leader	15 minutes
Filmstrip "T-LC: an Intergenerational Model for Career Education"	15 minutes
BREAK	
Review of the manual "The T-LC Model for Career Education for Grades 7-10" by leader and participants	30-45 minutes
Questions and discussion	30-45 minutes
BREAK	
Movie: WHAT WE HAVE (available for rental from the University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48109 (313) 764-8299. Three day rental ($25.00) (The movie is based on a T-LC elementary school model, but is an excellent introduction to the T-LC concept.)	30 minutes
OR	
Discussion: glossary materials and two articles "The Work of Human Development" and "Learning in Relationship"	60 minutes
Discussion: exploratory activities as simulated work (using 4 charts on the skill development process in this manual)	60 minutes
Special planning for the implementation of the local program	

ROLE DEFINITION FOR THE T-LC SCHOOL PRINCIPAL

In addition to regular responsibilities to students associated with the administrative role, the T-LC prinicipal will be responsible for the safety and comfort of the volunteers. The paraprofessional aides will be helped to carry on the day-to-day specifics of this role in cooperation with the school staff.

The principal is expected to:

1. Cooperate with teachers and T-LC staff toward integrating efforts of volunteers into school's career exploration program.

2. Arrange space for volunteers to carry on activities and for storage of projects.

3. Provide comfortable chairs for volunteers.

4. Greet volunteers occasionally. Show appreciation for their efforts.

5. Notify aides if scheduling conflicts occur with T-LC time so that volunteers can be notified in advance.

6. Be prepared to handle a medical emergency. T-LC aides will have had instructions in dealing with crisis situations. Emergency cards will be on file in school offices. The principal will be expected to assume final authority in the event of an emergency according to school policy.

7. Cooperate with the evaluation of the T-LC program of career exploration.

Expected time commitment:

Beginning of school year:	2 hours
Close of school year:	2 hours
Weekly during school year:	15 min.

ROLE DEFINITION FOR THE T-LC COOPERATING TEACHER

A certified person is needed to assume legal responsibility for students during T-LC time.

Responsibilities

The T-LC Cooperating Teacher

1. will cooperate with principal, teachers and T-LC aide toward integrating efforts of volunteers into the school's career exploration program.

2. will work with principal and aide at beginning of school year in scheduling students for T-LC program. (Released time should be made available for this.)

3. will assume legal responsibility for students during T-LC time.

4. will cooperate with principal in providing space for storage of their tools and students' projects.

5. will inform T-LC aide concerning scheduling conflicts. For example: Volunteers need to know ahead of time if there is no school on a day they normally volunteer.

6. will cooperate with principal and aide for the comfort and safety of grandperson. (Aides have direct responsibility for this function.)

7. cooperate with principal and T-LC aide in evaluating the T-LC program of career exploration.

8. Assume leadership of the school's Career Exploration program, if assigned.

Estimated time investment

Beginning of year: (3 hrs. released time for staff development)	5 hrs.
Ongoing program:	½ - 1½ hr. per week
Evaluation commitment:	2 hrs.
End of School:	3 hrs.

SAMPLE

TO: Middle School Principals

FROM: Carol Tice

SUBJECT: T-LC Selection of Schools for 1978-79

DATE: April 10, 1978

It is time to decide if you wish to participate in the T-LC program for 1978-79.

Retired persons can become involved in school programs with the young through two avenues in our school district: The tutorial office and/or the T-LC program. The Retired Senior Volunteer Program (R.S.V.P.) works with both programs to provide transportation and insurance coverage. Contact with tutors should be made directly through Wanda Montibeller, 994-2295. Participation in the T-LC program is by application from schools each spring.

We anticipate funding again for ten schools. Selection will be made on the basis of interest in developing the program in the direction of lifelong learning. (See "How do you know if it is T-LC?")

All new schools are encouraged to apply. Any additional schools beyond the funded ten can participate in T-LC, if they have a volunteer or building paid aide who can work with the cooperating principal and cooperating teachers.

We have shown in the past that grandpersons add wisdom and skills to the growth and learning patterns of students. They are a vital part of our community and a great resource. Next year we hope to develop and focus on benefits to grandpersons as well as students.

Enclosed is an application and information sheet which includes participating schools for 1977-78 with activities.

Applications should be returned to T-LC, Bach School by May 10. Call 994-2354 or 55 if you have any questions.

CHT:fj
Enclosure

SAMPLE

APPLICATION

TEACHING-LEARNING COMMUNITIES

1978-79

NAME OF SCHOOL _____

NUMBER OF STUDENTS _____

I. PRIOR INVOLVEMENT AND INTEREST

Have you had grandpersons working in your building prior to 1978-79?____

Please indicate how.

II. Briefly describe how your staff knows about T-LC; i.e., presentation at faculty meeting, involvement, etc.

Does the staff support the presence of T-LC in the building? Give indication of percent of support and how it was assessed; i.e., formal vote at staff meeting or whatever.

III. What persons have agreed to assume the cooperating roles?

Name _____

Teaching Assignment _____

Have you had parent interest? _____

Describe _____

What parent has agreed to work integrally with T-LC? _____

IV. Briefly describe your goals in having grandpersons in your building:

Are you willing to help recruit grandpersons? _____

V. What space or spaces do you plan to provide for the T-LC project?

Is storage available? _____

Is space on first floor? _____

If not, how many steps? _____

Are facilities available for aides to serve grandpersons a snack? _____

Lunch? _____

12

VI. Is money available for supplies? Yes___No___

VII. What ideas do you have for Teaching-Learning Communities in your school with particular reference to

Benefits for students:

Benefits for grandpersons:

Signed _____Date_____
Cooperating Teacher

_____Date_____
Principal

_____Date_____
Parent Representative

PLEASE RETURN BY WEDNESDAY, MAY 10, 1978

to

Teaching-Learning Communities
Bach School

ROLE DEFINITION FOR THE T-LC AIDE

1. To support grandperson guides and other volunteers.

2. To serve as a link between T-LC and the principal, faculty, students and parent organization of the school.

3. To plan with the cooperating teacher for the T-LC experience.

4. To support the cooperating teacher and help in providing supplies for the planned projects.

5. To see that scheduled students are present for the T-LC session.

6. To keep informed of school schedules so that conflicts with T-LC can be avoided.

7. To support the students in making choices and entering relationships with grandpersons.

8. To participate in discovering grandperson volunteers and inviting them to the school.

9. To set up transportation arrangements for grandpersons.

10. To maintain necessary records for T-LC and for RSVP or other supporting agencies.

11. To arrange simple refreshments for group sharing.

12. To serve as a model for openness, flexibility, patience and caring.

AIDE: The dictionary definition of aide is very simple -- one who helps, an assistant. This supportive role fits the T-LC aide who helps the principal and cooperating teachers, the grandpersons and the students in many ways, adjusting to the needs of the particular situation. Technically, it is a paraprofessional position for a volunteer or a person who can work part-time at a small salary. However, the success of the T-LC program rests heavily on the judgment and skills of the aide. No amount of professional training and expereince is too much, but the chief requirement is sensitive caring for people, without any discrimination.

OF CABBAGES AND KINGS AND NAMES FOR THINGS or A ROSE IS A ROSE IS A ROSE
with thanks to Mark Twain and Gertrude Stein

Human beings are sensitive to status and nothing says it better than titles. In the early days of England, when surnames were coming into use, the hoi polloi were so impressed with the titles used by royalty that King, Queen, Duke and Lord were commonly adopted as family names. In our own success-by-instant-image society the prestige of title and salary is indispensable. On the other hand, Oriental cultures reverse the bias and compete for the humblest presentation of self.

Organizations have to dream up titles for their personnel and for the functions they perform. In the first days of T-LC as a Title III project, the term "grandperson" was invented for the older volunteers and "T-LC Aide" for the middle-generation support person for the individual school. Through the years, as this position developed, it has come to be viewed as uniquely critical to the successful implementation of a T-LC program. Occasional reviews of the title to determine whether another term might better express the importance of the role have been made. Each time "T-LC Aide" held its own. One of these reviews in Greenwich, Connecticut suggested the humor which follows.

AN AIDE IS AN AIDE IS AN AIDE IS AN AIDE IS A N AIDE IS AN A IDE IS AN AIDE IS AN AIDE IS AN AIDE IS AN	This title identifies the person we always think of first in an emergency. Not to be confused with George of "Let George do it." **FIRST AIDE**	This designates First Aide's on-call resource. In T-LC, this person is sometimes called a Resource Aide. **BAND AIDE**
ROLL AIDE Attendance and other records are essential to any school activity. Hence, Roll Aide.	**COOL AIDE** Intergenerational relationships call for sophisticated judgment at all times. The T-LC Aide who can meet this standard is a Cool Aide.	**LEMON AIDE** "There's one in every group" explains this title. However, the pleasure of creative work with students and old people is a great recipe for cream pie.

1. ENTER SCHOOL TWENTY MINUTES BEFORE PROGRAM BEGINS. CHECK WITH SCHOOL SECRETARY FOR ANY MESSAGES AND TO COMMUNICATE ANY INFORMATION TO HER THAT SHE MAY NEED.

2. CHECK WITH COOPERATING TEACHER. GATHER ANY SUPPLIES NEEDED FOR THE DAY.

3. SET UP ROOM FOR INDIVIDUAL PROJECTS. PREPARE REFRESHMENT SUPPLIES.

4. WELCOME GRANDPERSONS AT SCHOOL DOOR. ASSIST THEM TO THEIR SPECIAL WORK AREAS. WELCOME STUDENTS. TAKE ATTENDANCE. CHECK WITH EACH GROUP INDIVIDUALLY AS TO PROGRESS, NEEDS, ETC., FROM TIME TO TIME.

5. STRAIGHTEN ROOM AFTER FIRST T-LC SESSION IS COMPLETED. POSSIBLE TIME FOR REFRESHMENTS. CHAT WITH GRANDPERSONS.

6. CONTINUE PROJECTS WITH SECOND SESSION.

7. REMIND STUDENTS FIVE MINUTES BEFORE CONCLUSIONS TO CLEAN UP MATERIALS AND PUT THEM IN PROPER BOXES. CLEAN UP REFRESHMENT MATERIALS. PUT ALL SUPPLIES AND WORK IN PROGRESS IN STORAGE AREA.

8. DISCUSS NEEDS OR PROJECTS FOR THE COMING WEEK WITH GRANDPERSONS. MAKE A SHOPPING LIST. EVALUATE THE DAY'S ACTIVITIES.

9. ESCORT GRANDPERSONS TO TRANSPORTATION.

10. WRITE UP REPORTS OF DAY'S ACTIVITIES.

11. PACE WORK SO AS TO ENJOY THE SCHOOL EXPERIENCE AND BE ABLE TO REFLECT THIS IN RELATIONSHIPS WITH OTHER PERSONS INVOLVED IN T-LC.

A DAY IN THE LIFE OF AN AIDE

All of the functions of the T-LC Aide call for unusual sensitivity and ability to develop smooth relationships. How well the Aide can serve as a link between the school and grandpersons affects whether the program is welcome in the school and whether the grandpersons are comfortable enough to enjoy the experience. Good understanding and communication with the school secretary is the key to learning and respecting school protocol, schedules, changes, problems, and reactions. Walk softly and carry a smile!

Application forms for the following year are sent to the principal in the spring. A sample of the Ann Arbor form is included in this section. The Aide (or Program Coordinator, if available) may be able to meet with the faculty and representatives of the parent organization to discuss the school's decision and possible plans for the program.

The Aide can help to interpret the roles of cooperating principal, teachers and parents. Samples of Ann Arbor role definitions are on the preceding pages. These roles need not be time-consuming for the individuals involved, if sincere and friendly appreciation is expressed in the weekly greetings. The make-or-break principle applying to all the relationships is valuing the individual persons and their feelings. This includes students.

WALK SOFTLY AND CARRY A SMILE

The T-LC Aide should be well-informed as to the school schedule. During the year, T-LC may be interrupted or cancelled because of special testing, assemblies, holiday parties or school not being in session. It would be very disappointing to grandpersons to have their "special time" set aside for other school activities without advance notice. Coming to school requires much effort and planning. Finding no students is frustrating, but it is possible for the aide to work around the problem, if it happens, by such solutions as substituting other children, having refreshments early and T-LC later or by arranging for the grandpersons to see the assembly or take part in the holiday party.

Principals, teachers and aides should work together to communicate important changes. Maintaining smooth relationships and respecting school protocol will make this easier. Hopefully, there will not be many T-LC days cancelled, as stops and starts can be awkward and confusing for grandpersons.

If the aide is well-informed, she/he can arrange the T-LC schedule accordingly. Communicating with the grandpersons helps them to adjust to the changes comfortably and helps to make their T-LC experience enjoyable.

KEEPING INFORMED

We must always have old memories and young hopes.
-Arsene Houssaye

LOOKING FOR BURIED TREASURE

Retired workers are often buried in lives that are unfulfilling, rooms that have memories but few hopes, in image of uselessness which they share with too many others in our society. But grandpersons are living treasures of warmth, humor, patience, generosity, experience and skills. These things which they possess are also often hidden from their own conscious memory.

Looking for grandpersons is best done in the places where they live: their own homes, in retirement or nursing homes. Visiting with an older person among their familiar possessions can help them to recall past activities and energy, arouse new expectations and hopes for stimulating work with young people.

An invitation to visit the school for a morning or afternoon may overcome the lack of confidence which might inhibit easy acceptance of assignment as a school volunteer. The T-LC grandpersons represent a diversity of backgrounds and values. They may be of advanced age or have physical handicaps. They are also learners as well as teachers. Such people need patient encouragement to rediscover their own worth and accept the fact that everyone has something to give.

Various people can be involved in the search for grandpersons -- principals, teachers, students, parents and T-LC aides. Churches, various community organizations, labor union organizations, retirement home staff or friends may suggest names of persons to visit. T-LC is designed as a community program to link the neighborhood and larger community in understanding and meeting the needs of people of all ages for relationship and learning. Creating community awareness of the potential through newspapers, radio, word of mouth and other means will eventually motivate individuals to recommend themselves and/or friends and relatives as participants.

Starting in a small way with a few grandpersons, well supported and carefully introduced into a school program, is itself the ultimate way of discovering needed volunteers. This approach and the community effort described above enlists the grandpersons themselves, parents, school personnel and students in the search. This time-consuming way does not necessarily create a bank of on-tap volunteers, but it has a serendipity effect of drawing out the community's surprising treasures and investing their hopes with staying power.

Use of a survey questionnaire in personal interviews is recommended as an excellent way to discover retired workers who would enjoy career education activities with students. A survey questionnaire is available from Teaching-Learning Communities, Ann Arbor Public Schools, Ann Arbor, MI. See bibliography.

CELEBRATE LIFE

SHARE YOURS

STATE OF MICHIGAN

LANSING

Dear Senior Volunteer:

As Governor of the State of Michigan, I invite you to share from the unique wisdom of your lifetime with the children in our schools.

The children in the Teaching-Learning Communities project need the benefit of your experiences, skills, understanding and enthusiasm. This program in turn offers you the opportunity to play a valuable role in the lives of the children. By sharing, you can make an invaluable contribution to our nation's future -- our children.

Senior citizens who have already participated in this program have found it to be a mutually rewarding experience -- enriching the lives of the children and the senior volunteers themselves. Wouldn't you like to join them?

Kind personal regards.

Sincerely,

William G. Milliken

Governor

*sample pages from the Ann Arbor grandperson handbook

WHAT DOES THE GRANDPERSON DO IN THE PROGRAM?

The greatest gift you have to give is yourself. Margaret Mead has been quoted as saying that a way must be found to restore the role that grandparents have always played in helping the younger generations to develop. Any type of activity will do, although often the activity chosen is in the arts area, such as crocheting, stitchery, woodworking, etc. You do not have to be a teacher, nor do you have to be an expert. You are a guide and your caring and wisdom and relating to the children is the most important role. Once you become involved in the experience, you will be surprised by the number of activities you will think of doing with the youngsters.

T-L-C
older

Since I went in I could talk to people better.

by- Kevin

4th grade

Bobbin Lace
By Felicia Ann Carpinella
4th grade

COMFORT AND SAFETY

DRESS

Encourage volunteers to dress comfortably.

School floors are often slippery. A word of warning may suggest appropriate shoes.

Aides should have a spare sweater available for anybody feeling a draft.

PURSES

Encourage grandpersons to leave valuables at home. Purses should be locked up, but if it is needed close by, check with volunteer to see if there are valuables and/or medications. These should always be locked up out of reach of students. (Oftentimes older people keep strong medication in their bags. An exploring adolescent could bring disaster on him/herself and the volunteer in no time.)

Remember to return locked articles at end of session.

CHAIRS

Comfortable chairs, away from drafts and with good lighting.

ENTRANCES TO SCHOOLS

All schools should have ramps somewhere. If the front entrance is difficult, look around. A service entrance might be better for some.

ROUTE

Regularly check access route for safety hazards --

i.e. ice and snow
spilled water
raised molding on floor can cause tripping, etc.

About Jackknives and other things of potential danger -
Close supervision should be given at all times.
If an accident does occur, the teacher must file an accident report.

Projects that use fire in any form are to be closely supervised.

ABOUT COLDS

Try to protect older people from students who appear to have active colds. No sense in asking for trouble.

IN CASE OF EMERGENCY ACCIDENT OR ILLNESS

Send student for principal immediately.
Principals are responsible for all safety aspects of people active in the building.

Most principals and school secretaries are trained in first aide.

If indicated, call an ambulance. (Check hospital preference on emergency card.) Do not transport patient.

Notify relative or friend to meet you at hospital.

Many people feel sensitive about creating a "fuss". You can tell the ambulance not to run the siren and flash the lights. If they do anyway, reassure the person.

Tell the patient that someone from the school (preferably the aide) will stay with them until the relative arrives.

FIRE DRILLS

Alert volunteers to the loud fire bell. They should know that it might ring sometime and that they will be expected to go out of the building.

Discuss the best plan of exit with principal now. Drills are important. In the event of a real emergency, we must be prepared.

Perhaps in very cold weather or times when a long wait is indicated, volunteers should be transferred to a home.

In all drills and in case of emergency, the Aide's first responsibility is to the older volunteers. The teacher is responsible for the students.

INFORMATION FORMS AND RECORDS

These forms should be filed in the school office, one for each volunteer:

1) EMERGENCY CARD (see sample below)
2) Evidence of current TB test

These forms should be maintained in the Aide record folder, one for each volunteer:

1) VOLUNTEER REGISTRATION FORM (see sample in section on Inviting Grandpersons to School)
2) EMERGENCY CARD (see sample below)
3) Evidence of current TB test
4) AIDE'S WEEKLY RECORD (all volunteers included on one form; see sample in this section)

ANN ARBOR PUBLIC SCHOOLS
Instructions for Emergencies for T-LC Volunteers

Volunteer _____
Last name first name

In case I become ill or injured at school, please call

_____
Name Phone

If there is no answer, call _____
Phone (Relative) (Neighbor)

I authorize all treatment deemed advisable and suggest

Dr. _____

or the emergency room at _____
Hospital

Or if unavailable, any appropriate medical care deemed advisable by school authorities

Date _____ Signature _____

Important

If you have an unusual health hazard, such as easy bleeding or serious allergy to a drug, or are not to be referred to a doctor for religious reasons, put an "X" in the box and describe the situation below.

☐ I am taking medication on a continuing basis for the following conditions:

Medication	Condition

STUDENTS, CHOICES AND SCHEDULES

The T-LC model for Career Education is for ALL STUDENTS. If we remember that an individual's career is the total of all the life roles, including the interpersonal relationships with family, friends, colleagues, special groups and the general public, then we are talking about human development when we plan for career education. We are dealing with concern for the whole person -- occupational abilities and personal/social abilities. (See "The Work of Human Development" elsewhere in this manual.)

Planning a schedule to give all students the choice of this intergenerational experience in career education will differ from school to school. The first consideration is to offer the experience as a CHOICE to the individual student. The student will have the opportunity of choosing to participate with the retired volunteers, choosing the particular activity or series of activities and the retiree helper.

It may be necessary to limit the T-LC experience, especially during the first year or so of the program. It is advisable to begin a volunteer program with a small group and gradually increase the number of volunteers, aides and students participating. Organizational and administrative procedures should be working smoothly before too many persons are involved. In this way personal satisfaction on everyone's part will give reliable support to the growth of the program.

One way of limiting the participants is to select one grade level for introducing the program. Students may be rotated into the experience on a 6-12 week schedule, as appropriate to the local situation. Time should be allowed for completion of a module of simulated work or a product and trial of several activities, if possible.

Volunteers should be given the choice as to the number of students in their work group. This may vary from one individual to a maximum of five or seven, depending on the activity and on the individuals involved. Three to five volunteers with a variety of activities can usually work in one setting, if space permits. Volunteers usually work for half a day, morning or afternoon, depending on the school schedule. This covers two groups of students for one-hour periods of work.

Three volunteers working once a week might be able to give help to 150 students during the school year on a six-week rotation schedule. Volunteers usually begin several weeks after the opening of a term and end several weeks before the end of the term. Two groups of three volunteers might be able to work with 300 students during the year, and so on.

As the program becomes well established with experienced aides and volunteers, with public understanding and support and with student enthusiasm, larger numbers of volunteers and students can be included.

Awareness exercises for sensitizing students in relation to the stereotypes in connection with aging and with older persons may be used as desired and are included in this manual. (See also "Introduction of T-LC to Students," "Community Support," and "Workshop for Administrators and Teachers.")

ARE THERE ANY QUESTIONS?

DO STUDENTS HAVE THE CHOICE NOT TO PARTICIPATE IN T-LC?

YES. One of the most important functions of T-LC is the provision of choice for everyone involved. Learning to make choices and to see the consequences of different choices is a necessary step for taking responsibility. If a student chooses not to participate, the cooperating teacher will make other plans for the student. There must be no persuasion nor attitude on anyone's part that denies the student's freedom to choose. The exercise of this right may be the most beneficial experience of T-LC for some students. In some cases, the relationship with the grandpersons may come slowly but eventually help to improve the student's other relationships with the group.

WHAT ABOUT DISCIPLINE?

When students and grandpersons come together in a shared experience, discipline problems are few. Students have chosen to participate and the activity in which they are working usually holds keen interest for them. They experience the concerned direction and attentiveness of grandpersons in small groups. The resulting relationship, as well as the presence of the teacher, aide and other students, places any disciplinary action in an easy and natural context. Don't panic in the confusion of the first ten minutes with a new group!

BUT WHAT IF THERE REALLY IS A DISCIPLINE PROBLEM?

In the few cases where T-LC has experienced a discipline problem, the choice has been made to keep the student in the class. The grandperson or aide may be able to handle the situation by getting more information from the student about the cause of the problem and making some simple adjustment. More serious problems should be left to the cooperating teacher. There have been instances of grandpersons uncovering individual difficulties through their more informal and quiet relationship with students. It is expected that the aide will be informed in such situations and will discuss the case with the teacher as appropriate.

IS THERE ANY CARRY-OVER OF RELATIONSHIP AFTER THE T-LC EXPERIENCE?

YES. It has been observed that students greet grandpersons with pride and eagerness after having worked with them in T-LC. This attitude often carries over into neighborhood encounters. One objective of the program is to enable students to form more natural relationships with older people in their neighborhoods and other community places.

The T-LC Approach to Activity Theory

Dewey's three words "Learn by doing" are the simplest directions for an experiential curriculum. Supply students with a wide variety of good materials and tools, provide opportunity for exploratory activities in a wide variety of areas covering the skills of many kinds of work and let them "learn by doing." They will learn what kinds of work hold interest and enjoyment and will be motivated to practice and refine their performance in quality and productivity. The guidance of experienced older adults, retired workers, offers potential for a high quality of learning. The dialogue between the student and the grandperson responds to the personal needs of each, communicates information about occupations and work situations and deals with basic principles concerning the use of tools and materials. With the guidance of retired workers, exploratory activity is neither a "hobby" approach nor actual training. It does not require matching the activity with a worker from that specific background. Most retired workers have a cluster of skills applicable to a number of operations and aptitude for learning new skills by doing the appropriate work. An important aspect of the retired person's motivation to work with students informally is the opportunity for growth experience, for exploration, for developing creativity and adding leisure skills. In exploratory activity, the making of articles is used more as a vehicle for learning basic principles than for the articles themselves.

The four charts (see pp. 62-63) on the "Skill Development Process from Skill Development to Career Preparation" are intended to make clear the importance of exploratory activity to general learning as well as to vocational education. The exposure to many kinds of experiences results in the formation of countless small skills of mind and body by the process of adapting to the requirements of the tasks involved in various exploratory activities. These

functional skills are usually so small as to escape observation and analysis. This type of learning from an automatic adjustment to something outside the self is accommodation. The resulting skills are transferable to many kinds of operations and specialized work. Through the integration of a number of the accumulated functional skills, specialized skills are developed and these skills are more recognized and evident to the individual and to observers. After various specialized skills have been developed, they tend to merge, becoming assimilated as an organic part of the body and personality of the person. The resulting generalized skill is highly transferable and leads to versatility of the occupational self. Thus, beginning with extensive exploratory activity, the skill development process eventually provides the individual with a number of options for vocational choices. When specialized skills have been integrated and assimilated, the individual has resources for initiative and innovation in regard to what is outside the self. The many skills have become skill. The creative action resulting is consciously planned and controlled. The individual is acting on the environment predominantly instead of adapting to it. Activities are tested for interest and enjoyment by the individual and an image of the occupational profile begins to be formed. The greater the exploration, the greater the versatility, creativity and productivity. The intervening steps in the process cannot be overemphasized. For these parts in the process to occur, the student must feel confident enough to try many new things, risking failure, and must have maximum freedom of choice and movement. The interplay of automatic and conscious actions is the basis of sophisticated mental functioning. For this reason, the actual process in any activity is more important than the product, than the completion of the product or the quality of the product. Completion and quality are not thereby to be considered unimportant but they belong to a more advanced stage of skill development. The skill development process continues throughout the life span. Individ-

uals who have been engaged for a lifetime in a monotonous repetition of some narrow specialized skill, whether mechanical or theoretical and abstract, still have the option to explore new activity and develop the many functional and specialized skills in their potential, gaining versatility and added enjoyment. The young person whose educational process is wholly or predominantly information processing acquires content at the cost of process, losing versatility and generalized skill. For this reason, all students need extensive exploratory activity in as many fields as possible. The specialized education which prepared a person for one occupational career will no longer be adequate, even vocationally, as the future comes to demand occupational changes of everyone. The development of generalized skill will become essential to occupational survival.

Planning the Activities

Creative activities for a T-LC program of career education will be planned by the Career Educator in the particular school in consultation with the T-LC Aide (Program Coordinator, if there is a T-LC Program Coordinator for the local school system), the grandpersons, students and Cooperating Teacher, if other than the Career Educator. This method of curriculum development is part of the T-LC concept of teaching/learning, reserving choice for the grandpersons and students. It also permits planning based on community resources and suitability. The following suggestions are to help Career Educators in their advance preparation for leadership in planning sessions.

General Suggestions

Wide variety of activities, wide variety of occupational work

Exposure to wide variety of materials and tools for learning basic principles of use

Use of good quality materials and tools

Correlation with teachers and teaching in the disciplines (social studies, science, language arts, etc.)

Wide variety of arts/crafts/humanities experiences

Correlation with resources, businesses and industries of the local area and environs

Correlation with character of the community: socio-economic groups, regional interests, minorities and various ethnic groups, local talent, social problems, history and future plans

Correlation with community's relationship to regional, state, national and global social and economic conditions -- understanding the interrelatedness of every community to all others everywhere

Correlation with various life roles of the individual: family, production or service, leisure/recreation, political/social responsibilities, cultural participation, values

Occupational interest survey among members of student body

Survey of occupations with which class is familiar through close association with workers

Counseling and guidance activities with Career Educator and with retired workers

Stereotypes of work and workers: what is work? who is a worker? what are our society's values about work? what are your values about work?

SUGGESTED AREAS FOR EXPLORATORY ACTIVITY WITH STUDENTS IN GRADES 7-10
(Areas with * are available in PROJECT DISCOVERY packages)

1. Carpentry
* 2. Communication
   - Communication and interpersonal relationships
   - Graphic Design
   - Photography
   - Creative Drama
3. Economics Education
* 4. Electrical/electronics
5. Family Ecology
* 6. Health Studies
* 7. Law-related Education
8. Leisure
9. Library Science/Media
10. Manufacturing
11. Materials: wood, metals, stone, fabrics, plastics
* 12. Mechanics
13. Multi-cultural Education
14. Nature Lab/Environmental Studies
15. Recycling
* 16. Salesmanship
17. Tools

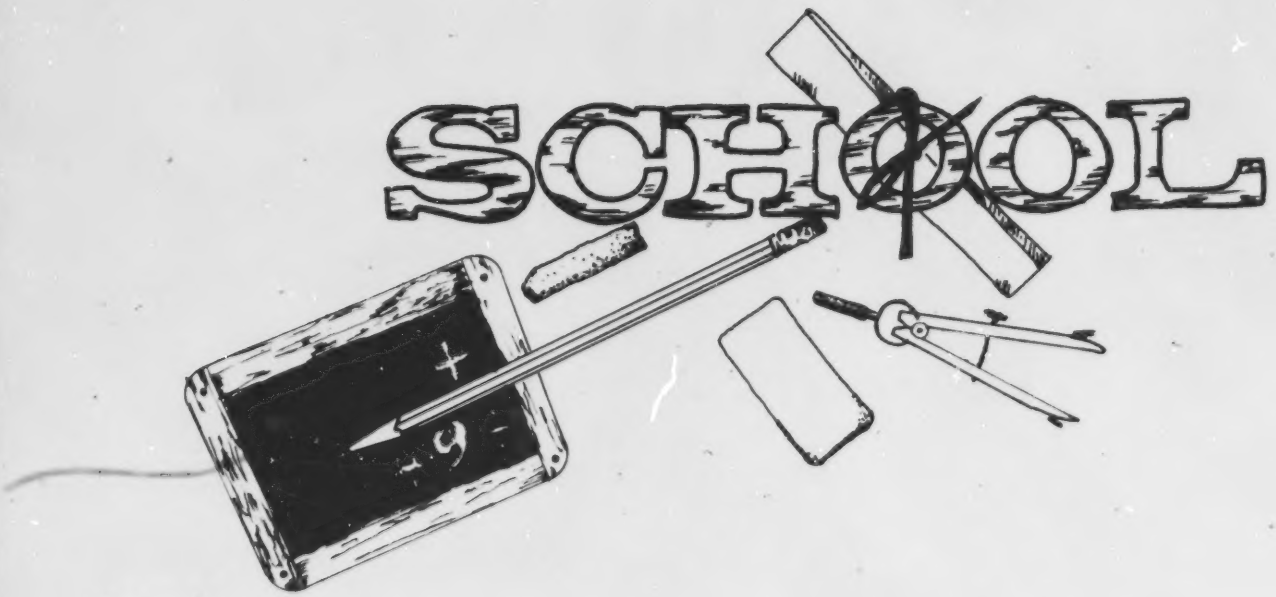
ADDITIONAL PACKAGES FOR CAREER EXPLORATION FROM PROJECT DISCOVERY MASONRY, PLUMBING, WALL COVERING, AUTO BODY REPAIR, SMALL ENGINE REPAIR, TRUCKIN', ACCOUNTING & BOOKKEEPING, EXPLORING GREGG SHORTHAND, FILING, MAIL HANDLING, EXPLORING GROCERY CLERKING, BANKING & CREDIT OCCUPATIONS, WAITER/WAITRESS, SO YA WANNA BE AN ARTIST, ADVERTISING AND EDITORIAL DESIGN, EXPLORING GREENHOUSE WORK, WORKING WITH SENIOR CITIZENS, CAREERS IN RELIGIOUS

SERVICE, MEDICAL EMERGENCY SERVICE, MEDICAL PATIENT CARE, DENTAL CARE, BIOLOGICAL SCIENCES & TECHNOLOGY, MEDICAL RECORDS, SKIN & NAIL CARE, HAIR CARE AND STYLING, MACHINE TRADES, CLEANING MAINTENANCE, PRINTING PROCESSES, UPHOLSTERY, DRAFTING, ANIMAL CARE, COMPUTERS

AVAILABLE SOON FROM PROJECT DISCOVERY

HEATING, SURVEYING, FABRIC CARE, RETAIL SALES, METEOROLOGY, MASS PRODUCTION, WORD PROCESSING, AIR CONDITIONING, CROP PRODUCTION, PHOTO LAB TECHNOLOGY, INSURANCE OCCUPATIONS, AUTO PARTS MERCHANDISING, TRAVEL AND TOUR PLANNING

(See Appendix for Complete Project Discovery Catalog)



Suggestions for Planning Activity in Specific Areas

CARPENTRY (Making everyday articles as a vehicle for learning basic principles)

Measuring	Using drills
Mitering	Installing fixtures (in the classroom on boards)
Using a level	(towel racks, curtain and shade hardware, etc.)
Sanding	Using various types of nails, screws, brackets,
Framing	braces, hooks, fasteners, etc.
Bonding	Knowing the names of and using simple hand tools

COMMUNICATION

Seeing the basic meaning of communication as understanding the self and other people

Understanding individual and cultural differences as factors in communication

Kinds of communication (conversation, dialogue, reporting, emergency messages, negotiation, art forms, debate, quarrels, body language, etc.)

Technology for communication

Efforts toward peace in the international community through communication rather than armaments

Relationship of communication to job seeking, job satisfaction and job productiveness

Techniques of communication for personal understanding, commercial promotion, political campaigns, social reforms, etc.

Ethics of communication (computer records, electronic monitoring, censorship of mail, personal privacy beginning in the family, "the public's right to know", media responsibility, freedom of the press, etc., etc.

Leisure-related communication skills (enjoyment of nature, arts/crafts, reading, writing, correspondence, etc.)

Interviewing: face-to-face and by telephone, taking notes, using tape recorder or video equipment, making surveys, carrying out campaigns.

(The local telephone company might be willing to install several telephones in the class for use in these activities.)

Communication through Photography

Needed: a retired photographer or amateur with experience
several inexpensive cameras
dark room, if available or possible to make

Learning of basic techniques

Creating photographic essays on chosen themes: historical preservation, ecology, family life, community problems, beauty spots in "our town," natural features, etc. (Submit for possible newspaper publication.)

Printing postcards, calendars, etc., with photographs taken by the students. (These might be offered for sale.) Local realtors might like to include student photos in their advertising booklets.

Exhibition of photographs

Selection of photos to submit to local newspapers for publication

Preparing photos for culminating communication project as needed

Communication through Graphics Design

Needed: small printing press or signpress with variety of type faces and other supplies

(If a retired printer is available to guide these activities, more sophisticated techniques can be learned. However, any retired worker can learn simple techniques along with students.)

Posters on themes relevant to school studies, interests and problems, community problems or interests, political campaigns, etc.

Design of postcards calendars, etc., using student photos or drawings

Schools newspapers, programs, flyers, handbooks, etc., for practising topography and layout

Hand lettering, calligraphy, paper cutouts

Designing school stationery, T-shirts, book covers, music albums, etc.

Communication through Creative Drama

Needed: retired person from the drama field

Practising expressions of feeling by facial expressions and body movement

Charades

Making and using masks for dramatic expression, including the reading of poetry

Acting out spontaneous narration (dreams, political satire, directions, etc.)

Pantomime and mimicry

Creating a clown personality, including the costume

Creating and acting out Personality Types

Planning and carrying out a culminating communication project, such as a survey related to some question chosen by the class, i.e., community planning for energy conservation

ECONOMICS EDUCATION

Simple operations related to bookkeeping, expense accounts, budgeting, figuring interest, writing checks, balancing a checking account, making deposits

Reading an annual report (write to corporations for reports)

Reading and creating charts and graphs

Choosing a common stock for study and charting the price over a period of time (Secure yellow sheets from local stock broker)

Make a market-basket survey of food prices in local stores over a period of time

Keep a record of interest rates on mortgage loans and learn why they fluctuate (A retired banker would be helpful, but most retired workers would be able to guide studies of home and family economics.)

Studies of automation, energy, conservation, limits to growth, conglomerates, multi-national corporations, etc. (for older or more advanced students)

Creation of an imaginary community (the systems needed, such as type of money or other reward for work, types of work needed, number of individuals in various occupations, organization of workers, provision for housing, food, clothing, leisure, culture, transportation, etc.)

SOURCE OF MATERIALS: Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N.Y. 10036. (Tel. (212) 582-5150) See Bibliography section for a few specific resources.

(See catalogue sheet on Project Discovery Accounting and Bookkeeping package at end of Activities section)

ELECTRICAL/ELECTRONICS

Small models

Simple electrical repair: lawn mowers, vacuum cleaners, toasters, etc.

Reading wiring diagrams

Following kit instructions

Crystal radio for learning basics

Understanding miniature circuitry, solid state, semi-conductors, etc.

(See catalogue sheet on Project Discovery electricity package, Small Engine Repair, at end of ACTIVITIES section)

FAMILY ECOLOGY

Role identification of family members (father, mother, siblings, elders, extended family)

Values in the area of family relationships (rights, privileges, abuses, legal protection and recourse, responsibilities, opportunities for caring and sharing and growth)

Work in the home: cooking, sewing, cleaning, laundry, decorating, entertainment and leisure, culture and education, physical and medical protection, repairs and alterations, infant and child care, financial management and records, etc.

(Most activities required by work in the home can be simulated at school. Discussion with retired homemakers and role models will be important. Babies can be brought to class for students to experience bathing, diapering, holding and comforting the baby.)

HEALTH STUDIES

Needed: Retired health workers, nurse, physician, dentist, Technician

Learning the systems of the body by designing and producing a booklet on "Your Physical Examination." Booklet can be illustrated with cartoons and should include the main systems, what the examination of each system covers, optimal standards, space for findings.

Nutrition up-date with hints and helps for motivation in self-care, weight control

First-aid procedures

Resuscitation techniques

Practice with simple medical equipment: blood pressure cuff, stethoscope, light for eye, ear and throat, reflex hammer

(Retired medical persons may bring necessary equipment or local medical supply stores may lend, donate or assist school purchase of equipment)

(See catalogue sheet on Project Discovery health exploration package at end of ACTIVITIES section.)

LAW-RELATED EDUCATION

Consumer education (forms of protection, contracts, etc.)

Make a study of Tricks of the Propagandist's Trade (material available from Houghton-Mifflin 7-12 Social Studies catalogue)

Ethics of Advertising (Students bring samples of good and bad for class discussion, create effective and honest advertising copy, report on stereotypes in advertising, survey media for "Action Line" type of recourse. "Action Line" is a service of newspapers and other media to publicize individual cases of consumer abuse, give assistance to victims, and encourage ethical practice.

Publish a news sheet on law-related items. "Legal Eagle" is the name of one such newspaper in Australia.

Subscribe to Living Law, Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, N.J. 07632. Write for free information.

Other sources: Your state Bar Association, League of Women Voters, and "The Law in a Free Society Civic Education Series," a project of The State Bar of California, funded by The National Endowment for the Humanities and The Danforth Foundation, 606 Wilshire Blvd., Suite 600, Santa Monica, CA 90401

(See catalogue sheet on careers in Law Enforcement package available in Project Discovery materials at end of ACTIVITIES section)

LEISURE

Understanding leisure as an important essential in everyone's career

Exploring some of the leisure occupations

Learn the travel agency business (Secure folders from travel agencies, airlines, and local AAA. Plan trips for various sight-seeing themes. Map routes for cross-country travel. Read schedules for airlines, buses and railways.

Write advertising copy for a resort hotel

Write reviews of plays, movies, books, art shows, etc.

Practice newscasting and sportscasting by making tapes. Write descriptions of news and athletic events for the newspaper. After practice, some student work could be submitted for actual publication. Local radio stations may be willing to have students try broadcasting an event.

Be a disc jockey (on tape). Include telephone conversation, music and monologue.

Tape interviews with community people invited to the class

Learn folk songs and dances

Learn games of other cultures

Invent games and toys

Have a community hobby show (survey community for unusual hobbies)

Plan and hold an art show for the school or community

Plan and prepare a model of your dream community or resort area

Animal lore (Study types and breeds with actual specimens in class; practice care, training, showing techniques. Some of the skills of the veterinarian may be practised, if a retired vet is available as a grandperson.)

Culminating Activity

Work on proposals for a leisure ethic

How is leisure related to work? What values do we hold about leisure? What is a "workaholic"? What are some of the abuses of leisure?

LIBRARY SCIENCE/MEDIA

Understand and practice with Dewey decimal classification

Practice collation of papers

Practice of checking books in and out, issuing library cards

Making book covers

Inspecting and repairing books

Operation of audio-visual equipment, mimeograph, copier

Planning and designing a media center for a junior high or middle school - What kinds of materials, resources, and organization would be useful?

MANUFACTURING (student productions)

Cosmetics, flavors and fragrances (experimental and for comical items)

Household products (soap, gadgets, fixtures and ceramic dishes, etc.)

Wooden articles, such as picture frames, toast tongs, key holder, etc.

Handcrafts: needlepoint, knitting, quilting, macrame
tin sculpture
paper cutouts for decoration
rock painting
shell sculpture
hand-painted china, eggs, notepaper, etc.
belts made on the inkle loom
bobbin lace
batiks
articles in tie-and-dye
leather and plastic articles
jewelry
paper-making
carding and spinning wool

Bookbinding

MATERIALS: wood, metals, stone, fabrics, plastics

Study the properties of various materials. Start with ideas and turn them into finished products, experimenting with a variety of materials and tools. Metal sculpture can be made from discarded items; several metals may be combined. Kitchen gadgets can be invented. Small looms and lace pillows* can be made. If shop tools are available, wooden printing presses can be made.

MECHANICS

Bicycle repair

Clock assembly

Making and repairing simple games and toys

Creative inventions for doing work and for ornaments

Simple auto repair (used components can be brought to the classroom and diagrams can be studied for understanding main functions)

Manual or skill cards describing procedures (student project)

* The lace pillow is a tool for making bobbin lace. It is simple to make, if a lathe is available to turn the bobbins.

MULTI-CULTURAL EDUCATION

Invite grandpersons representing various ethnic groups in the community to conduct mini-courses in their culture. Include various regions of U.S.

Learn ethnic work songs (Alan Lomax, Folk Songs of North America contains a large collection.)

Folk dancing

Cooking and foods of other cultures

Folk tales and drama

Making ethnic costumes

Learning about festivals and celebrations of other cultures

Folk arts and crafts, such as Chinese or Polish paper cutting

History of ethnic groups in the U.S. progress toward multi-cultural understanding, strategies to eliminate stereotypes, contributions of diverse cultural groups to American life, strategies for peace, understanding "the third world," the international community and how it functions now

Culminating event: An Ethnic Fair, art show or festival

NATURE LAB/ENVIRONMENTAL S. DIES

Common materials found in the environment used to experience conservation, balance in nature, beautification, appreciation (enjoyment), botanical experimentation, planting and gardening

Make naturecraft products

Build a solar greenhouse

RECYCLING: collecting, labelling and disposing of used items

The ecology of personal possessions
- consumer economics
- organization and storage of personal possessions, home management
- the cost of waste and obsolescence
- collecting, labelling and disposing of used items

Community ecology

- conservation of resources
- community organization for recycling, groups participating
- garage sales, moving sales, lawn sales
- community service
  - assisting the elderly to organize possessions for disposal;distribution of surplus to individuals or families in need; organizing repair services as needed

The Fix-It Business (for experience and free service or for small fee)

student/retired worker repairing service
student/retired worker store for selling used and repaired items

(Local businesses may be willing to give space in their facilities for this type of operation)

Work skills related to recycling

stock handling
storage
classifying and labelling items
familiarity with community resources

SALESMANSHIP

Skills of relating to people, communication, personal appearance
Sales organization
Making kits with simulations of items for sale
Writing advertisements
Sales slips and bookkeeping records
Monthly report forms

(See catalogue sheet on Project Discovery, Sales Representative package at end of ACTIVITIES section.)

TOOLS

Learning basic types of tools and their function, how to use
Learning to choose good tools
Appreciation of hand tools and small tools
Safety in the use of tools, safety equipment
Care of tools: storage, cleaning, oiling, sharpening, repair and maintenance
History of tools and inventions
Diagrams to illustrate how sophisticated devices work
"Inventing" one or more tools related to a modern activity after studying the handmade tools devised by early American settlers and workers (See Eric Sloane's book on Early American Tools)
Study of tools used in various industries: printing, mechanized farming, home gardening, landscaping, various repair services (Large tools can only be studied in pictures and diagrams. Telephone company might be willing to lend samples of various types of new equipment, possibly including a repairman's kit.)

Writing directions for the use of tools for better understanding of how they work and learning to give directions to others

Beginning a collection of personal tools

Constructing a tool chest for personal use (design, build and decorate)

About the CHARTS

fig. 1 is an overview of the skill development process in life/work planning

Reading from left to right, the first phase is maximum experience of exploratory activity. This is a tryout - time with the help of retired workers from various fields. Students become familiar with a variety of materials, tools and processes. The purpose is finding activities that hold interest and enjoyment.

The second phase is a representation of the many functional or transferable skills that develop automatically from the student's adapting to the requirements of various small tasks involved in various exploratory activities. These skills are too numerous and too small to be consciously recognized by the student.

The third phase shows how various functional skills are drawn randomly into performance of more specialized work. By the process of integrating a number of functional skills the student begins to be aware of possessing a number of more specialized skills. For example, "I can do electrical work!" or "I have discovered I like working with animals." This is an indication of positive interest and enjoyment.

The fourth phase is reached when the student has integrated sufficient functional and specialized to feel confident in a number of directions. The self-confidence is based on generalized skill and is therefore real and reliable as a point from which to consider many occupational alternatives. The student has begun to see him/herself related to several vocational fields with interest and enjoyment. She/he has achieved a realistic profile of a versatile occuaptional self.

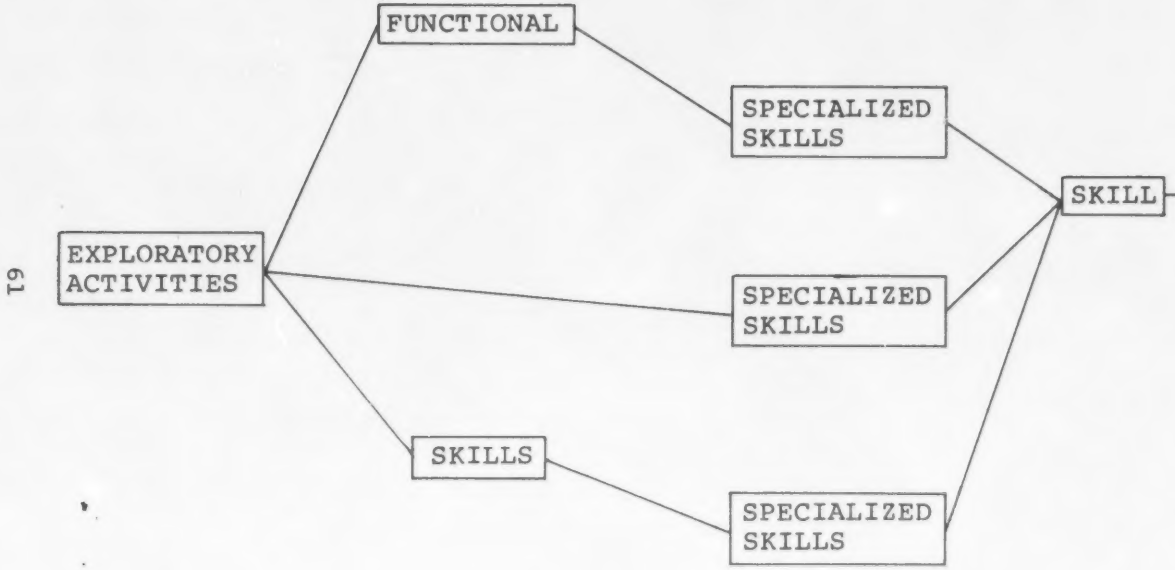
fig. 2 repeats the phases of fig. 1 and shows a "frame-by-frame" view of the important skill development process which takes a student from exploratory activities to the potential for a number of occupational options. Fig. 2 adds the names and a brief description of the processes through which the student moves toward sound career preparation in the high school years.

fig. 3 is an explanation of figure 2 for use in demonstration of the Skill Development Process as represented here.

fig. 4 shows the flow of life-work planning from the career exploration of junior high/middle school years to career preparation in high school. Having identified a number of valid options by grade 10, the student is ready to focus on a preliminary choice of occupational career and begin preparation for it. In this more advanced stage of life-work planning the student exhibits initiative and innovativeness in making decisions and solving problems.

Figure 1

CAREER EDUCATION GRADES 7-10 CAREER EXPLORATION



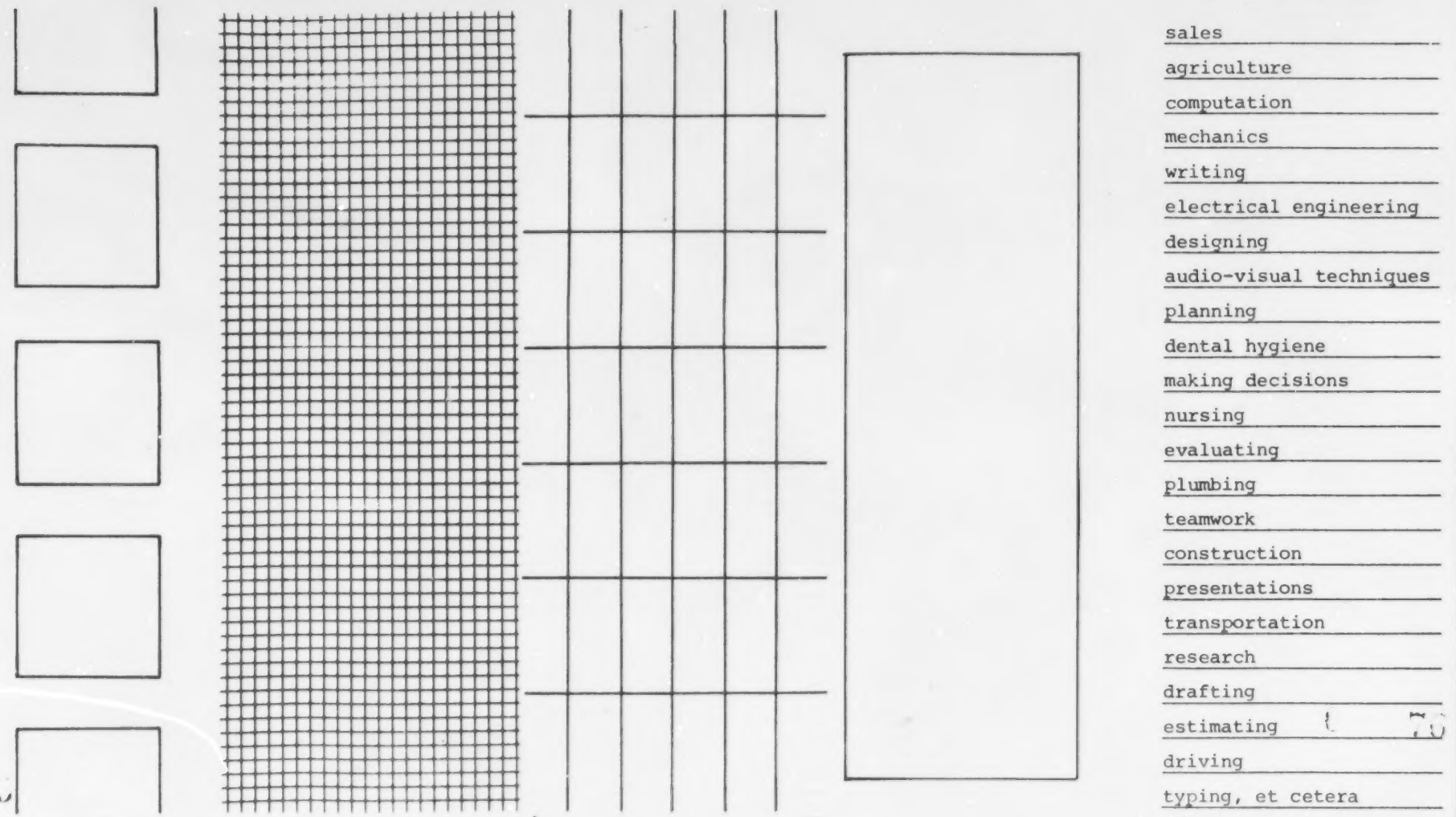
POTENTIAL OF VERSATILE OCCUPATIONAL SELF

- sales
- agriculture
- computation
- mechanics
- writing
- electrical engineering
- designing
- audio-visual techniques
- planning
- dental hygiene
- making decisions
- nursing
- evaluating
- plumbing
- teamwork
- construction
- presentations
- transportation
- research
- drafting
- estimating
- driving

SKILL DEVELOPMENT PROCESS

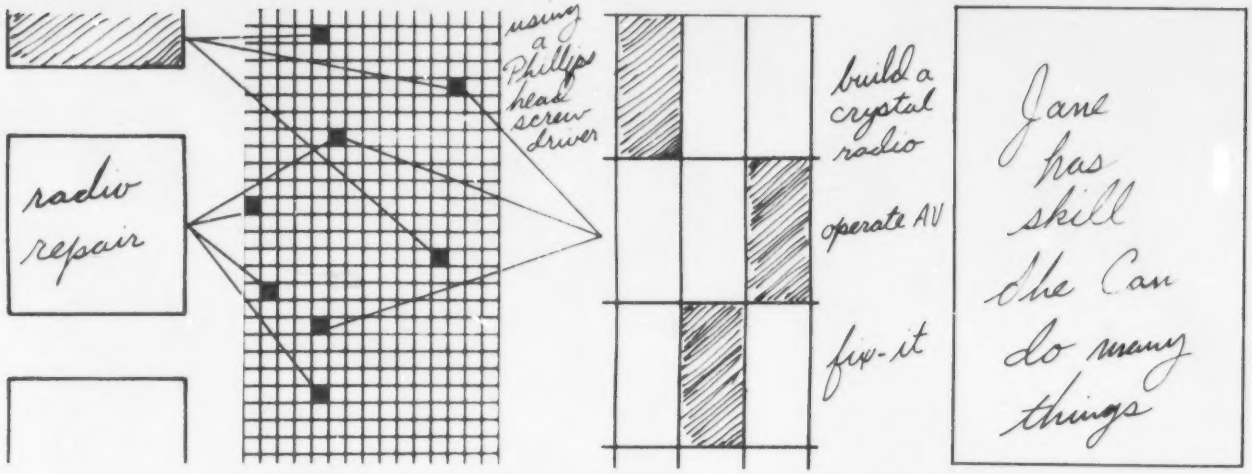
Figure 2

SKILL DEVELOPMENT PROCESS



SPECIAL INSTRUCTIONS FOR USING FIG. 2 TO DEMONSTRATE THE SKILL DEVELOPMENT PROCESS

Tell what you are doing as you make entries in the columns of fig. 2 from left to right



Enter the name of some activity in a box. Black-in another one or two

Black-in a number of functional skill squares.

Draw lines from activity boxes to small black squares.

Label skills to the right.

Black-in a specialized skill box. Draw lines from this to a number of small black squares.

Label the specialized skill to the right.

Black-in several specialized skill boxes and draw lines from them to the generalized skill box.

Label these boxes.

Write a student name on the skill box.

Put a check beside any items in the list of occupations which Jane might consider at the present time.

- sales
- agriculture
- computation
- mechanics ✓
- writing
- electrical engineering ✓
- designing
- audio-visual techniques ✓
- planning
- dental hygiene
- making decisions
- nursing
- evaluating
- plumbing
- teamwork
- construction
- presentations
- transportation
- research
- drafting
- estimating
- driving
- typing, et cetera

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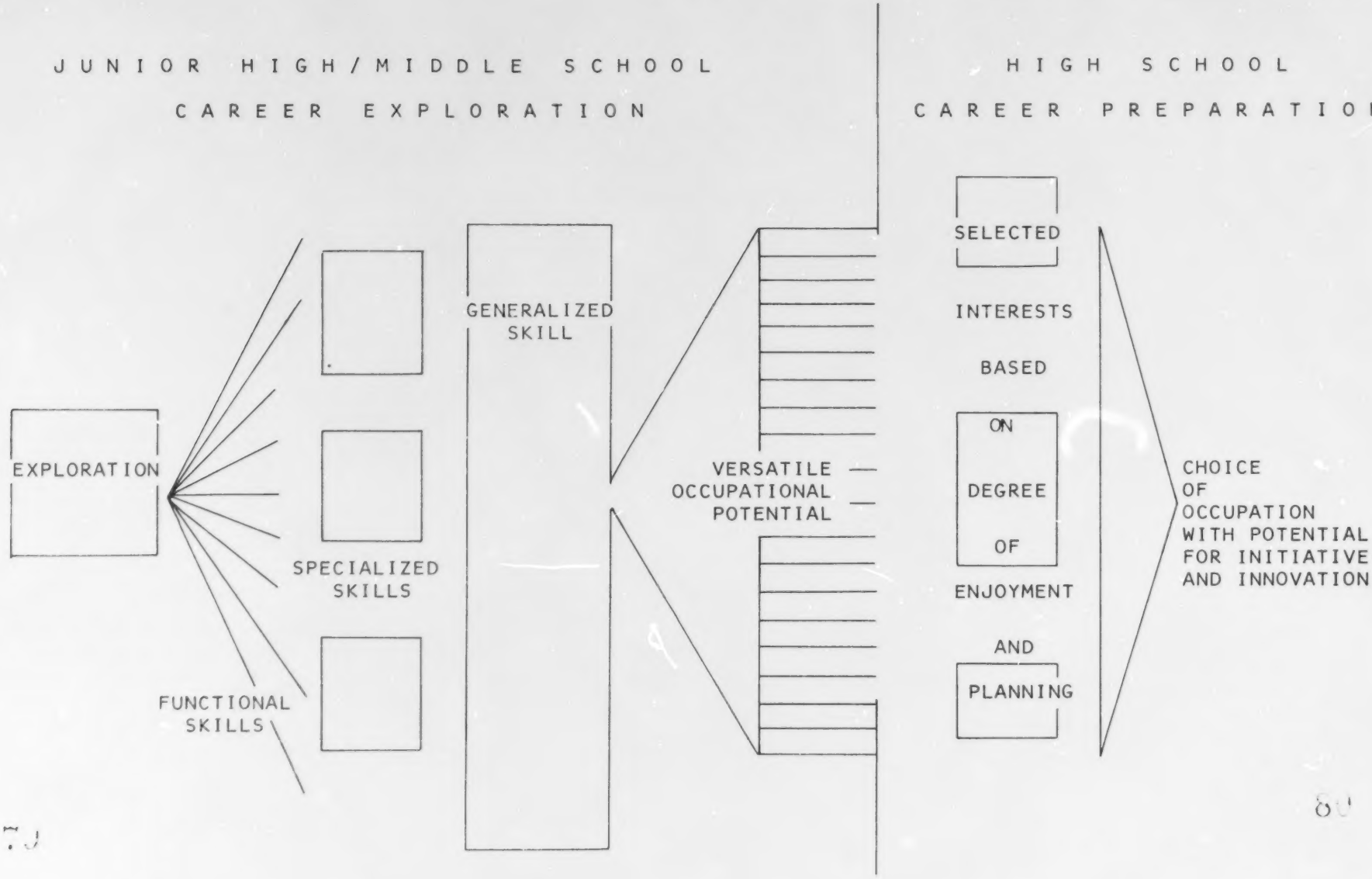

FROM SKILL DEVELOPMENT TO CAREER PREPARATION

Figure 4

FIXING THINGS IS A LABOR OF LOVE

By Bob Schairer
NEWS STAFF REPORTER

YPSILANTI — "I fix anything that needs to be fixed."

That's J.B. Almo speaking. He operates J.B.'s Fix-It Shop at 1776 Holmes Rd. in Ypsilanti Township.

It's probably one of the area's more unusual businesses. In fact it's the only fix-it shop listed in the telephone book's yellow pages.

WHILE ALMO confidently states he takes "anything to be fixed" there are some limits.

It has to be something he can get into his shop. So, that rules out automobiles.

And he also pretty much rules out television sets and radios. It's not that he lacks knowledge about them. He had a radio and TV shop in Ypsilanti for 10 years.

THE FIX-IT shop he has now has been going for about seven months. It grew out of a small shop he had behind his home where he fixed items friends asked him to work on.

His is a one-man operation and a list of items he does work on would be long.

A partial list might include power lawnmowers, kitchen blenders, coffee makers, toasters, lamps and lighting fixtures, fans and clocks.

He also puts locks in doors, works with window screens and blinds, puts up curtains, and lays tile in kitchens and bathrooms.

HE DOES SOLDERING and welding work.

Almo works on children's toys, too. And then there is the set of golf clubs he cut down in size so a youngster could use them.

Golf, incidentally, is a favorite pastime for Almo.

One of the larger items he has taken on was a home freezer.

AND ONE OF the older items was a toaster from the 1940's he rewired and repaired.

"I haven't refused a job yet," Almo says.

If a job should turn out to be something he can't handle, he will find someone who can.

Among small items repaired by Almo are jewelry pieces. He will reduce or enlarge the size of rings to make them fit.

AND HE MAKES jewelry.

He also does string art.

Small tables, too, are a product of his endeavors.

His versatility also includes mastery of carnival games.

Part of his shop's wares are 47 large stuffed animals which he won at a carnival. Almo has them for sale now.

Almo, 53, wants it known, however, that his fix-it business and all its facets are not something he has to do for a living.

HE POINTS OUT he's semi-retired, and the fix-it business is something he does because he likes it. If it grows, he may make it a full-time retirement activity. And if things go well, some day he may open an Ann Arbor shop.

Now, he spends part of his time -- in the evening — as a court process server. That's something he formerly did full time and something his wife of 29 years still does full time.

He was an Ypsilanti Township constable for 12 years. He also once was an auxiliary officer with the Sheriff's Department, and he's proud of the more than 4,000 hours he gave the county in that capacity.

ALMO'S WORK background also includes 17 years at Motor State Products, an Ypsilanti manufacturing operation that no longer exists.

And now he has a going concern which is an operation of love.

"I could stay in here 10 hours a day and think nothing of it," he says.

"I have fixed things practically all my life, and I love to do it."

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An important link

CAREER EDUCATION and the T-LC concept, including the T-LC Model for Career Education in Grades 7-10, are oriented toward and dependent upon a strong linking of mutual support and understanding between the school and the community as a whole.

Costs of inefficient communication

Education cannot assist students effectively in their preparation for life-work careers unless the schools are talking with the community. This relationship between educators and the economic/political/social/cultural leadership and character of the area is the key to cost effectiveness in all of the aspects of public interest, to civic pride and social unity. The cost of education, all other public services and labor in private business and industry is too large a factor to tolerate inefficient communication.

Negative pressures, negative results

Schools have been under strong pressure in recent years and much credibility has been lost. The public is seeking accountability through the "back to the basics" movement, millage failures, program reduction and court cases. The unfortunate result has been negative impact on the development of our children.

Strategies for support

Among other things, Career Education is a strategy to build community support for education by providing input from the community into education. T-LC is a system of strategies to facilitate this same goal and to bring the human resources of the community into the school for intergenerational sharing with students. Educators can succeed in their vital responsibility to the young only if they can count on the community to support and contribute in personal ways. It is the giving of interest and attention to teachers and students that creates the atmosphere for teaching and learning.

Who can help?

T-LC brings the older adults from the community to play this role of giving in the schools. However, retired workers can only volunteer their services when they are adequately supported by the working public through its organized groups: parent/teacher organizations, service clubs, organized labor groups, governmental agencies, churches and the like.

How can support be given?

The most important support for the retired volunteer is a positive image in the community as a useful, creative, active person.

Other kinds of help: discovering individuals who would enjoy volunteering in schools; providing adequate transportation, insurance, refreshment and snacks, aide support, materials and tools for learning and work, cooperation from teachers and principals, adequate communication and expressions of appreciation.

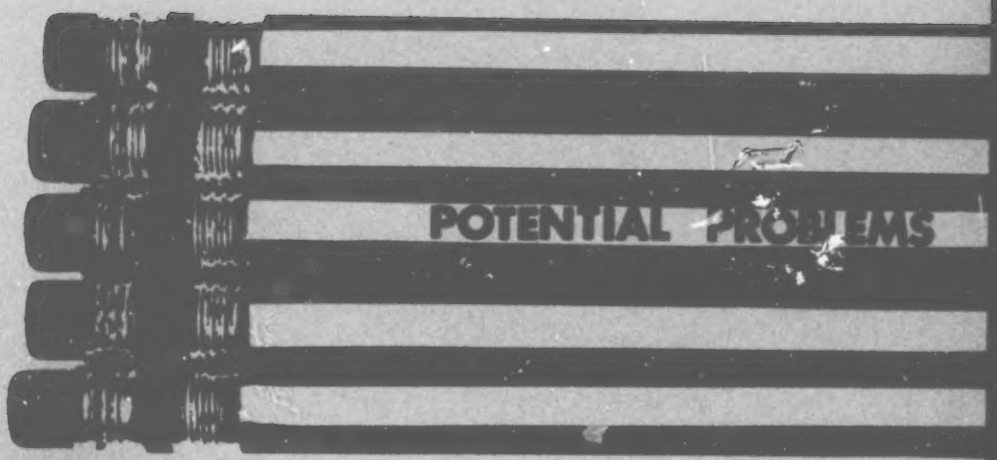
A final word

Community understanding of the role of school volunteers in Career Education will help to motivate retired persons to respond affirmatively to the school's invitation. The retired worker has experience and skills to give. This requires a position of respect and substantive opportunity for planning and helping to create activities. Also, the retired worker wishes to continue growing and learning. Community support must be built for the dual role of teaching/learning.

PARENT-TEACHER ORGANIZATION SUPPORT

A person (or group) from the PTO can give great support to the T-LC program. In the past such help has been in the form of:

1. finding volunteers
2. providing emergency help with transportation
3. serving snacks or lunches on a rotating basis
4. holding an end-of-year appreciation event
5. communicating with the school community through Newsletters
6. providing special tools and materials


POTENTIAL PROBLEMS

POTENTIAL PROBLEMS

No program has credibility unless it has experience, and has analyzed and worked with the inevitable problems that occur in all human endeavor. T-LC is aware of problems and is willing to share these experiences with other program developers. Hopefully, they will then devise their solutions.

Administration and management

Starting small cannot be overemphazied. Most of the problems of administration and management are related to beginning with more volunteers than can be supported fully. T-LC is a support system for school volunteers working with considerable responsibility and freedom. Clear communication between the program and the school is essential. Older adults need efficient arrangements for work. If a school district has a number of T-LC programs operating, it is worth considering to have a T-LC Program Coordinator working with the T-LC Aides who are placed with individual schools.

Discipline

Surprisingly few discipline problems arise in T-LC. Most older adults are able to meet these few in their own ways with ease and dispatch. However, the person responsible for discipline is the cooperating teacher. Also the retirees are supported by the Aide and whatever administrative system exists for T-LC. (See "Are There Any Questions?" elsewhere in this manual.)

Insurance

In communities that have the Retired Senior Volunteer Program (RSVP), insurance is provided by that organization. In some cases, it may be possible, with administrative support, to include the grandperson on the school district's policy. This aspect should be carefully worked out, whatever options the community has.

Recruitment

T-LC speaks of "discovering" grandperson volunteers rather than recruiting. (See "Discovering Grandpersons" elsewhere in this manual).

Self-concept of older adults

The problem involved in having retirees agree to work in a school program, other than tutoring, is their reluctance to recognize their own skills, the value of their relationship with students and their abilities to interact with students productively. (See "Discovering Grandpersons")

School concerns

From central administration to classroom teacher, schools may have concerns about the health, handicaps and lack of qualifications of older adults for working with students. These concerns are the result of age-related stereotypes. There is considerable published research to challenge this type of thinking. (See bibliography in this manual)

Schools also have concerns about curriculum priorities. Educational innovations in the recent past have emphasized infusion of important dimensions of human development that are being neglected by school programs. Reorientation of curriculum to make use of career education, integrated arts, intergenerational studies and the like is a difficult challenge to educators, especially in view of public re-

action. The federally funded projects have attempted to do the developmental work. Career education and T-LC as a system of career education have a better than average chance for having constructive impact on education, if the support of strong elements from the public can be brought into cooperaiton with educators.

Space

The space provided for T-LC career education activities should be comfortable and attractive. The laboratory type setting created by intriguing materials and tools is one of the structures of T-LC. Space is needed for storing the materials and tools and work in progress. How adequate these provisions are is a message to students about the school's support for their actual life-work careers.

Student fears

Career educators must be aware that students in grades 7-10 may have fears that prevent exploratory activity -- fear of failure, fear of peer reaction, feelings of awkwardness and inadequacy. Students of this age are very self-conscious and very strongly influenced by the desire to look well in the eyes of their peers. Sensitive, relaxed guidance and modelling from retiree guides and from better coordinated peers will help to encourage the timid. The apprentice style atmosphere is one of cooperation and teamwork rather than competition.

Teacher Time/etc.

Teachers are under much pressure for various sorts of accountability. Problems of scheduling time and implementing new approaches can be frustrating. Professional development opportunities are not always welcome but are better accepted, if offered on released time. The success of career education or any T-LC program depends ultimately on teacher understanding and cooperation.

Transportation

See following two sheets on this most common and vexing problem for any program involving older adults.

An important aspect of any T-LC program is reliable transportation. Good planning and acceptable alternatives are necessary. Older people cannot be expected to stand on street corners in bad weather, change buses several times or spend two hours travelling to a T-LC program.

Many retired people are capable of driving and enjoy doing it, but they may be hesitant to do so during the winter season or when special activities require night driving.

Taxis and local buses can be used if distances are short and a form of reimbursement is available to the volunteer. In some areas, there is Dial-A-Ride. It is definitely preferable to the regular bus service as it can be arranged in advance and usually provides door-to-door service. In the case of the handicapped, a special Dial-A-Ride bus equipped with a lift may be available.

The Retired Senior Volunteer Program (RSVP), where available, may provide van service in its area. This service has the added advantages that the volunteer is covered by insurance and the rides can be prearranged.

In cases where no local transportation is available, it may be possible to have a "Parent Pool." This would consist of a driver and substitute who would be able to pick up the volunteers and return them home after the T-LC program. Even parents with small children could participate in a program of this nature. Adequate personal insurance coverage is a necessity where private vehicles are used. Having a key person to coordinate the pool would help it run smoothly. It is important to look for careful, concerned drivers who will be sensitive to the comforts of the older person. Such sensiti-

vity is necessary for the driver to know when to offer extra assistance to individuals getting in or out of vehicles, opening doors, climbing steps or the like. Individuals differ greatly in these needs and excessive help creates negative feelings in many older adults.

Careful planning and monitoring of the transportation systems are essential for a stable school volunteer program which particpants will enjoy.

TRANSPORTATION SOLUTIONS

SOME GRANDPERSONS CAN WALK TO NEARBY SCHOOLS

MOST GRANDPERSONS CAN USE PUBLIC TRANSPORTATION
IF NOT REQUIRED TO TRANSFER

RETIRED SENIOR VOLUNTEER PROGRAM (RSVP) MAY
FURNISH NECESSARY TRANSPORTATION

VOLUNTEERS FROM PARENT ORGANIZATIONS MAY
ASSIST WITH TRANSPORTATION

CHURCHES AND OTHER COMMUNITY ORGANIZATIONS
MAY PARTICIPATE

A "PARENT POOL" MAY BE FORMED

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It does not anticipate any particular type of work but is intended to focus education from kindergarten through high shcool on life/work planning and preparation:

K-6 self awareness

* 7-10 exploration through simulated work

11-12 career preparation

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Symons, Arthur. The Fix-It Book. New York: Sterling, 1968.

Thorpe, Heather G. A Handweaver's Workbook. New York: Collier Macmillan, 1975.

Wigginton, Eliot. Foxfire (vol. I-V). Garden City, N.Y.: Anchor Doubleday, 1972-79. (These books would be sufficient to keep a T-LC Career Education program going for an indefinite time. They contain detailed information on many old and sometimes forgotten crafts.)

B. Economics Education

Beyond Simulation: The Mini-Society Approach to Instruction in Economics and Other Social Sciences by Marilyn Kourilsky. Description of how students can develop their own economic society in the classroom. Educational Resources Associates, 1110 Glendon, Suite 945, Los Angeles, CA 90024.

Choice: A Handbook of Ideas to Motivate the Teaching of Elementary Economics. Over 100 practical ideas and activities covering many basic concepts. Social Studies School Services, 10000 Culver Boulevard, P.O. Box 802, Dept. E, Culver City, CA 90230.

Economic Education Curriculum Guide, K-12. Description of economic activities included in Oklahoma social studies curriculum. Single copies free from Dr. Clifford Wright, Director of Curriculum, State Dept. of Education, 4545 N. Lincoln, Suite 18, Oklahoma City, OK 73105.

Economic Education Experiences of Enterprising Teachers: Volumes 10-15. Prepared annually to describe the entries submitted in the National Teacher Awards Program for Excellence in Teaching Economics. Joint Council on Economic Education, 1212 Ave. of the Americas, New York, NY 10036.

An Economic Primer: $$$ to Donuts. Four color filmstrips and cassettes, 3 card sets, poster, masters and teacher's guide. Presents basic concepts of economics and raises questions about the social costs of economic decisions. Prentice-Hall Media, Englewood Cliffs, NJ 07632.

Educational Games and Simulations in Economics. Includes a listing of 130 games for use at the elementary and secondary levels. Joint Council on Economic Education, New York, NY, 1974.

Games and Simulations for Teaching Economics in the Elementary Grades. An annotated bibliography of games and simulations. Charlotte T. Harter, Center for Economic Education, Oregon State University, Corvallis, OR 97331.

Introducing Economics. Fifty-two page booklet which gives excellent practical examples of major economic concepts. Banking and Public Services Department, Federal Reserve Bank of Boston, Boston, MA 02106.

Junior High School Test of Economics (Grades 7-9). Evaluative instrument consisting of 40 questions to measure learning of economic concepts at the junior high school level. Joint Council on Economic Education, New York, NY. 1974 (Package of 25 test booklets; Interpretive Manual and Rationale).

Kingdom of Mocha. Twenty-seven minute, color film (free loan) on a mythical society whose interesting citizens experience rapid change as their economy develops from a primitive, barter economy to a modern, complex one. Modern Talking Pictures, 2323 New Hyde Park Road, New Hyde Park, NY 11040 (for teaching booklet write to Teaching Aids, Kingdom of Mocha, P.O. Box 5910-A, MC, Chicago, IL 60680).

Life on Paradise Island by Harmon W. Wilson and Roman F. Warmke. A good basic text on economics for junior high or middle school students. Concepts are introduced through a story of life on an imaginary island. Scott, Foresman Publishing Company, Glenview, IL 60025, 1970.

Mini-Society by Marilyn Kourilsky. Implementation kit for helping students to develop their own economic society in their classroom. Reality Systems, Inc., P.O. Box 35118, Los Angeles, CA 90035.

Our Economy. Six filmstrips and cassettes, elementary (4-6) series which illustrates mediums of exchange, value of labor, collective bargaining, supply and demand, banks and taxes. Ideal School Supply Company, 11000 South Lavergne Avenue, Oak Lawn, IL 60453.

C. Games

Grunfeld, Frederic V., ed. Games of the World. New York: Ballantine, 1975.

Hindman, Darwin A. The Complete Book of Games and Stunts. New York: Bonanza, 1972.

Joseph, Joan. Folk Toys Around the World and How to Make Them. New York: Parents' Magazine Press, 1972.

D. Music

Abdul, Raoul. Blacks in Classical Music. New York: Dodd, Mead, 1977.

Hunter, Ilene and Marilyn Judson. Simple Folk Instruments (see above)

Leisy, James F. The Folk Song Abecedary. New York: Bonanza Crown, 1966.

Lomax, Alan. Folk Songs of North America. Garden City, N.Y.: Dolphin Doubleday, 1975.

Sandberg, Larry and Dick Weissman. The Folk Music Sourcebook. New York: Knopf, 1976.

E. Multi-Cultural Resources

Abdul, Raoul. Blacks in Classical Music. (see above)

Carter, Michael. Crafts of China. (see above)

Grunfeld, Frederic V., ed. Games of the World. (see above)

Harvey, Marian. Crafts of Mexico. (see above)

Hunter, Ilene and Marilyn Judson. Simple Folk Instruments. (see above)

Joseph, Joan. Folk Toys Around the World. (see above)

Leisy, James F. The Folk Song Abecedary. (see above)

Lomax, Alan. Folk Songs of North America. (see above)

Mead, Margaret and Ken Heyman. World Enough. Boston: Little, Brown, 1975.

Sandberg, Larry and Dick Weissman. The Folk Music Sourcebook. (see above)

Shapiro, Rebecca. Wide World Cookbook. (see above)

F. Tools

Sloane, Eric. A Museum of Early American Tools. New York: Funk and Wagnalls, 1964. (This book is a must for exploratory activity in junior high/middle school.)

G. Teaching-Learning Communities

T-LC Handbook, Model Instrument for Learning in the Later Years (MILLY), survey questionnaire, and other materials distributed by Teaching-Learning Communities are available. For price list, write Teaching-Learning Communities, Ann Arbor Public Schools, 600 W. Jefferson, Ann Arbor, MI 48103. Carol H. Tice, Director.

H. Volunteers

Wynche, Jean E. and Ann C. Frey, comp. Developing Your Volunteer Program in Aging. Lansing, MI: Office of Services to the Aging. 1976. Three volumes. (Contains a Bill of Rights for volunteers, a chapter on school volunteers with a description of The Mott Institute for Community Improvement, and material on well known volunteer programs in Cleveland, Philadelphia, and Los Angeles.)

I. Films

Trigger films on the elderly available from The Institute of Gerontology, University of Michigan, Ann Arbor, MI 48109.

APPENDIX

I DID IT! I CAN DO IT! SKILL DEVELOPMENT PROFILE FOR GRADES 7-10

(Modification of CAREER DEVELOPMENT list of "Your Functional Skills"* by Mary Critchell)

To the Student: By the time you are adult you will have 500-700 functional skills. These are the small motions or actions that make up larger actions or jobs and are transferable to many kinds of work.

When you apply for your first job, you will be asked: "What experience have you had?" When you answer, it will help if you can think of all the things you have done and can do as a part of the small jobs you have had, such as a paper route or baby-sitting. For example, the records you kept for the paper route gave you skills transferable to many types of work.

This SKILL DEVELOPMENT PROFILE will help you to discover and remember your functional skills. Use it to analyze the skills involved in work you do, add to the list until you reach 700, make notations beside the skill areas to indicate what you enjoy most and do best. Talk over your skill development from time to time with parents, teachers, counselors or friends among retired workers.

YOU WILL PROBABLY BE SURPRISED AT THE NUMBER OF SKILLS YOU ALREADY HAVE.

* Used with permission of Richard Bolles

1. (not to be scored) List 5 times in your life when you did something to make you feel proud of yourself.

   a. What did you do? b. How old were you?

2. Circle the number beside any of these things which you feel that you can do well enough to feel pride in yourself. Count the number of circles in each group and put the number beside the word "total." Then add the totals and put that number at the end beside the word "TOTAL."

A. Using My Hands

1. putting things together, like kits or models
2. making something with wood, metal or paper
3. building something from a picture or model (boat, birdhouse, etc.)
4. operating tools, like drills, mixers, etc.
5. or machinery, like sewing machine
6. or equipment, like tape recorder, camera, etc.
7. showing hand or finger skills, such as sewing, throwing a ball, etc.
8. handling things that require being very careful, such as a hot iron, etc.
9. fixing or repairing things, like a bicycle tire, electric toy,etc.
10. other _____

total _____

B. Using My Body

1. having arms, hands and feet working together, as in ping pong, etc.
2. being physically active, as in hiking, doing gymnastics, etc.
3. doing outdoor activities, such as camping, nature study, etc.
4. other _____

total _____

C. Using Words

1. reading, like books or magazines, and able to talk about it later
2. copying things like writing from the board or books so it can be read
3. writing my own thoughts, like letters or stories and poems
4. talking or speaking, such as on the telephone or in class
5. teaching someone to do something that I know how to do
6. remembering words, like people's names, book titles, movies, songs,etc.
7. other _____

total _____

D. Using My Senses

1. observing, as in watching a game or a play or goldfish
2. inspecting, as in feeling how big the bump is, how deep a cut, etc.
3. diagnosing, as in deciding if the cookies are done
4. giving attention to detail, as in sewing or woodwork
5. other _____

total _____

E. Using Numbers

1. making a list of things, like my tools, books, clothes (number of each)
2. counting (people, papers, votes, etc.)
3. calculating or computing, how much or how many I need
4. keeping records, such as work done, allowance, what I spent, etc.
5. managing money, such as a weekly allowance
6. making a budget, such as how much I can spend for what each week
7. remembering numbers, such as telephone, street addresses, arithmetic tables, metrics, etc.
8. fast figuring, like doing arithmetic in my head without fingers
9. other _____

total _____

F. Using Guessing

1. planning ahead, such as what I will need for a camping trip
2. sizing up things, such as how a game will come out, what my parents will say or do and why
3. seeing "the whole thing" and not just one side of it
4. understanding things, such as why someone is hurt or happy or whatever (and being able to handle my own feelings)
5. acting on my guesswork, as in making decisions, trusting people, etc.
6. ability to see the third dimensions, as in drawings (boxes), etc.
7. other _____

total _____

G. Using My Head Like a Computer

1. gathering information, as for making a map or list, asking questions
2. taking things apart, such as clock, toy, directions for something
3. organizing, such as materials for a recipe or any kind of project
4. problem-solving, like figuring out how to get somewhere, etc.
5. separating what is important from what is unimportant, such as in telling about something or cleaning the garage or attic
6. diagnosing, such as finding out what the trouble is when something doesn't work
7. putting things in order, like tools, books, papers, toys, etc.
8. comparing and seeing what things are the same and not the same
9. testing, as in cooking, deciding what to wear, how things work, etc.
10. evaluating, as in looking over something I made and seeing what is good about it and what can be improved and how
11. other _____

total _____

H. Using Creativity (Using My Head Like a Scientist or an Artist)

1. imagining, like figuring out new ways to do things, making up poems or stories
2. inventing, such as products, words, tools, etc.
3. designing, such as gadgets, recipes, decorations
4. experimenting, such as what to do when I leave something I need behind, figuring out how to do something without tools
5. improving something that doesn't work well
6. other _____

total_____

I. Using Helpfulness

1. helping, as when someone needs help
2. being able to tell how other people feel,as in an argument or accident, etc.
3. listening
4. feeling easy with someone new, making them feel easy with me
5. making someone feel that I care, as when they are sick or upset
6. understanding, as when someone tells me how they feel
7. helping someone talk when they feel shy or embarrassed
8. giving encouragement when someone has to do something hard by themselves
9. sharing someone's feelings, as when they are happy or sad
10. encouraging someone when they are afraid, as in a sport or chore
11. sharing credit or appreciation, as when the team wins
12. making someone feel better when they are hurt or ashamed
13. guiding, as when someone doesn't know the way or what to do, etc.
14. other _____

total_____

J. Using Artistic Ability

1. making up music
2. playing a musical instrument or singing
3. shaping things, as in handcrafts, sculpture, etc.
4. using symbols in a design, as in making jewelry, etc.
5. designing space, shapes, faces, as in photography, architecture, etc.
6. designing with color, as in painting, decorating, making clothes, etc.
7. showing feeling through body movement, tone of voice, facial expression, as in acting, dancing, public speaking, etc.
8. showing feeling in drawing or painting
9. using words creatively, as in poetry or other writing
10. other _____

total_____

K. Being the Leader

1. starting something, like a new group, project, etc.
2. making the first move, as with somebody new or in a game
3. organizing, such as getting the team together, a club or project
4. directing others, as in cheerleading, leading the band or team
5. getting something changed, like times for things at home or rules for the group at school, etc.
6. making decisions, such as about rules, what to do, where to go, etc.
7. taking a risk, as in sticking up for someone,being the first to try something new, etc.
8. performing before a group, as in class or in a play, concert, etc.
9. getting people to follow, as in rules of the game, deciding to play or taking on a project together
10. other _____

total _____

L. Being a Follower

1. following the leader, as on a team or in a group project
2. following instructions or directions, as in cooking, going places, etc.
3. paying attention to small details, as in handwork, cleaning a room or writing a paper for school
4. understanding what others want or say
5. being able to do something without complaining
6. sorting and filing, as with materials, letters, papers, books, etc.
7. other _____

total_____

MY TOTAL FUNCTIONAL SKILLS TOTAL_____

CE 1-1
10-79 MEDIA/PROCESS RECORD (for student use only)

Date_____to_____

Name_____Grade_____

Volunteer Advisor's Name_____

To the Student:

Fill in name of material, tool, or medium used i.e., wood, fabric, etc. Check processes experienced. Some steps may not apply to all media.

1. Explore Material/Tool/_____
2. Explore ideas -- sketch
3. Check resources: Books, etc.
4. Make sample
5. Render idea
6. Finish
7. Show or use

1. Wood	2. Leather	3. Fabric

1. Explore Material
2. Explore ideas -- sketch
3. Check resources: books, etc.
4. Make sample
5. Render idea
6. Finish
7. Show or use

4. Paint	5. India Ink	6. Printing Press	7. Camera	8. Tempera

1. Explore Material
2. Explore ideas -- sketch
3. Check resources: books, etc.
4. Make sample
5. Render idea
6. Finish
7. Show or use

1. Explore Material
2. Explore ideas -- sketch
3. Check resources: Books, etc.
4. Make sample
5. Render idea
6. Finish
7. Show or use

TO THE CAREER EDUCATOR: This form may be duplicated for use by students to record their progress in exploring and experiencing various materials, tools or processes. The 7 steps are one way to guide a student in the use of the "creative process" or "arts process" (see glossary).

DATE	SCHOOL	TEACHER	AIDE
GRANDPERSON	ACTIVITY	GRADE	NO. OF STUDENTS

Reflections and Anecdotes

NOTE TO CAREER EDUCATOR: This is the form used for T-LC Aide's weekly record. This form can be duplicated or modified to fit your needs.

CE 1-0
10-79

CAREER EDUCATION LOG AND SELF-EVALUATION FORM

Name_____ Class_____ Year_____

Exploratory Activity	Volunteer Advisor	Time Spent	Materials Used	Tools/Equipment Used	Product or Result	Things Learned	Enjoyment Rating (1-10)	Quality of Work (1-5)	Comments or Follow-up

This sheet for student use only. Use as much space as needed for each activity. Use as many of the columns as appropriate for the particular activity. This record is to help you see where you are going in your career exploration.

CE 1-0
10-79 CAREER EDUCATION LOG AND SELF-EVALUATION FORM Name_____ Class_____ Year_____

Exploratory Activity	Volunteer Advisor	Time Spent	Materials Used	Tools/Equipment Used	Product or Result	Things Learned	Enjoyment Rating (1-10)	Quality of Work (1-5)	Comments or Follow-up
radio repair	Mr. Todd	1 hr	broken radio new parts	screw driver tweezers	radio works now	how to take apart radio how to test and install new tubes	8	5	want to learn more about the radio
						how to put on new control knobs			

This sheet for student use only. Use as much space as needed for each activity. Use as many of the columns as appropriate for the particular activity. This record is to help you see where you are going in your career exploration.

AWARENESS EXERCISE FOR USE WITH ADULTS OR STUDENTS AS A BASIS FOR UNDERSTANDING STEREOTYPES RELATED TO AGING OR OLDER PERSONS

(This exercise has been found to be effective in stimulating discussion and giving perspective on the feasibility of experimenting with intergenerational experience in the classroom.)

Please indicate whether you consider the following words generally apply to older people or to younger people--by indicating "O" or "Y" beside each word:

1. rigid_____	11. wise_____	21. dependent_____
2. generous_____	12. crabby_____	22. slow_____
3. healthy_____	13. even-tempered_____	23. accepting_____
4. narrow-minded_____	14. attractive_____	24. strong_____
5. competent_____	15. trusting_____	25. forgetful_____
6. selfish_____	16. cold_____	26. friendly_____
7. lonely_____	17. irritable_____	27. interesting_____
8. easy-going_____	18. intelligent_____	28. friendly_____
9. kind_____	19. carefree_____	29. bold_____
10. happy_____	20. critical_____	30. impulsive_____

Listen this week for a reference made about someone old, or an adjective that refers to old age. In what context was it made? What kind of attitude does it depict? Positive or negative? Did it actually refer to someone old? Jot down your experience.

TO THE CAREER EDUCATOR: This form may be used with adults or students for awareness. Reference to "your grandparents" is omitted with adults.

Directions: We would like for you to tell us some things that you feel about old people. By "old people" we mean people who are about as old as your grandparents or older, and who usually are retired from their jobs. We mean people over 65 years old. Listen as each sentence is read to see whether you feel it is true about all old people, most old people, some old people or no old people. Write your answer at the end of each sentence by writing A for all, M for most, S for some or N for none. We will read each sentence and give you time to decide on your answer.

CHARACTERISTICS OF OLD PEOPLE (OLD LIKE YOUR GRANDPARENTS)

(Respondent is to complete each item by writing one of these letters at the end of the sentence: A for all, M for most, S for some, N for none.)

1. Old people can learn new ways of doing things.
2. Old people are slow.
3. Old people know interesting things.
4. Old people spend most of their time listening to the radio or TV.
5. Old people just sit and daydream or sleep.

6. Old people are healthy and strong.
7. Old people have trouble hearing.
8. Old people are too tired to try new things.
9. Old people worry about their health.
10. Old people cannot walk well.
11. Old people should live in old-age homes.

12. Old people get in the way of other people.
13. Old people know how to fix things.
14. Old people think that they already know everything.
15. Old people can take care of themselves.
16. Old people are smart.
17. Old people can help other people.

18. Old people feel sorry for themselves.
19. Old people enjoy life.
20. Old people are lonely.
21. Old people like to make new friends.
22. Old people are grouchy.

23. Old people are easy to get along with.
24. Old people are nice to children.
25. Old people are mean.
26. Old people want to do things their own way.
27. Old people are selfish.
28. Old people let you do things for yourself.

AWARENESS EXERCISES FOR USE WITH ADULTS OR STUDENTS AS A BASIS FOR UNDERSTANDING STEREOTYPES RELATED TO THE PROCESS OF AGING AND TO OLDER PERSONS
(to be duplicated for each participant)

1. Social behavior (Respondent is to place a check beside items which describe old people. Inform participants that answers may be changed.)

_____ cheerful

_____ kind

_____ crabby

_____ helpful

_____ patient

_____ boring

_____ nice

_____ impatient

_____ dirty

_____ fun

_____ all alike

_____ each one different

2. Physical Characteristics (Respondent is to complete each item by circling one of these letters: S for some, A for all, M for most.)

Old people are very healthy and strong.	S	A	M
Old people are weak.	S	A	M
Old people are slow.	S	A	M
Old people can't see very well.	S	A	M
Old people have trouble hearing.	S	A	M
Old people walk fast, like me.	S	A	M
Old people work hard.	S	A	M
Old people forget things a lot.	S	A	M
Old people look young.	S	A	M
Old people speak well.	S	A	M
Old people stumble.	S	A	M
Old people's bodies are bent over.	S	A	M
Old people smile a lot.	S	A	M
Old people have lots of wrinkles	S	A	M
Old people cry a lot.	S	A	M

3. Learning Ability (Respondents are to indicate true or false by T or F beside each item.)

_____I think that some old people can still learn a lot, the same as me.

_____Old people read a lot.

_____I have watched old people learning new things.

_____Old people just talk most of the time.

_____Old people are too tired to try new things.

_____I have seen some old people sleeping a lot in public.

_____Many old people know how to fix things.

_____I want to learn new things as long as I live.

_____Most old people think that they already know everything.

_____I will not learn everything that I want to learn in my whole life.

_____Old people should be able to come to school, the same as teenagers.

_____Most old people can use their experience to figure things out.

4. Creative Ability (Respondents are to place a check by the items that they feel are good activities for old people.)

IT'S GOOD FOR OLD PEOPLE TO:

paint_____
dance_____
compose or perform music_____
write poetry_____
draw_____
knit_____
sew_____
make things out of wood_____
make things out of metal_____
make things out of clay_____
weave_____
teach_____
make quilts_____
plant gardens_____take care of them_____
decorate their rooms or houses_____
travel_____
act in plays_____
take care of children_____
keep a diary_____
make up new recipes to cook_____
do public speaking_____
share their experience and skill with students____
write their life story_____
take photographs and develop them_____
make movies_____

IMAGEAIRE

let's air our images together

definition: Grandpersons hereinafter mentioned are retired persons 60-65 years and over

HOMEWORK*** due _____No name. please (code numbers)

Trust us, our code will never be broken!!!

Select 5 or 6 of these statements and rearrange them in order of their accuracy and significance to you, from MOST to LEAST so:

1. Grandpersons are subject to many conditions that limit their health and energy. This is an area for creativity.

2. Grandpersons have the same needs for personal satisfactions as persons of any age.

3. The main thing about Grandpersons is that each one is different. Cherchez le difference.

4. U.S. society has not yet developed expectations for Grandpersons. This is an area for creativity.

5. Creativity grows from relationships of free beings.

6. A Grandperson is a Grandperson is a Grandperson is a Grandperson.

7. Somebody else's Grandperson or nobody's Grandperson may be viewed by students as just a talkative old person who wants to "help the kiddies."

8. Grandpersons feel needed and wanted by the young and relationships form almost at once.

9. The young and Grandpersons suffer in common and more than any other sectors of society from the social isolation of the present time.

10. Senility could be defined as dropping out. It is not tied to any age group.

11. The generation gap increases with age difference.

12. The young achieve a new sense of continuity of life from relationship with Grandpersons.

13. Some Grandpersons may relate more easily with younger and some with older youth.

14. Teachers will feel some strain from standing between the generations.

15. Relationship requires speaking the truth to each other in a caring way.

16. Imagination deals with anger and fear.

17. Creativity is promoting a little chaos (not for chaos' sake) and making new rules. Anyone can do it!

18. Order can be produced by the authority of a single leader in a group or by that of a number of Adults working with students or by the whole group relating together freely. Each is of a different order.

19. There is a simple connection between vandalism (disorderly conduct? under-achievement?) and whether the atmosphere responds to students, providing the means for the easy participation of all.

20. Teachers may feel their situation as catalyst more relaxed than direct relationship with either students or Grandpersons alone, thus adding to their own personal satisfactions in relationship.

Write a paragraph of 2 or 3 sentences expressing your ideas about the situation of a teacher working with students and Grandpersons.

or

Produce a cartoon to express the same thing as above

or

Produce your image in any way that you wish

TO THE CAREER EDUCATOR: This form may be used with students before beginning the program in order to sensitize them to work with older adults.

STUDENT ENROLLMENT

1. My name_____

2. Today's date _____

3. My grade _____ My age _____

4. Since Kindergarten I have been in _____schools.

5. I have _____grandparents living

6. My grandparents live in

   my town _____ far away_____

7. I see my grandparents about _____times a year.

8. There are _____people who live in my home.

9. Besides my grandparents I know _____old people.

10. I see the old people that I know at: (Check as many as you need)

    school_____ stores_____ library_____ Church_____

    my neighborhood _____ other _____

    _____

11. I see old people at

    school _____ stores _____ library_____ Church_____

    my neighborhood _____ other _____

    _____

TO THE CAREER EDUCATOR: This form may be used with students before beginning the program. The purpose is to sensitize students to working with older persons in the program.

Name_____

STUDENT FEELING RECORD

1. Today I feel...

2. If I were old I would feel...

3. Having old people visit my class would be...

4. Working on a project alone makes me feel...

5. If I had a chance to work on a project with old people, I would feel...

6. Having my teacher help me make something would be...

7. Having old people help me make something would be...

8. When I have a chance to help my teacher make something, I feel...

9. When I have a chance to help my mother make something, I feel...

10. When I have a chance to help my father make something, I feel...

11. If I had a chance to help an old person make something I would feel...

12. From old people I could learn...

13. From me, old people could learn...

14. I do things at home with old people (as old as my own grandparents)

never	not very often	sometimes	often	all the time

15. I do things at school with old people (as old as my own grandparents)

never	not very often	sometimes	often	all the time

16. I do things other places with old people (as old as my own grandparents)

never	not very often	sometimes	often	all the time

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Materials have been developed without regard to age, race, creed, or sex.

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